

ILEA defies DES over poly course closure

by Judith Judd

The Inner London Education Authority this week defied the Department of Education and Science by proposing the closure of the general teacher education course at South Bank Polytechnic.

The decision, taken by the authority's further and higher education subcommittee on Wednesday, is the latest round in its disagreement with the Government over its allocation of teacher training places.

The battle has centred on the ILEA's determination to have Shoreditch College, which specializes in craft and design technology, placed outside the London allocation on the grounds that it is a national supplier of craft teachers.

In its announcement about the future of colleges last week, the Government recognized this to some extent by giving London an additional 114 initial teacher training places for Shoreditch, but left the authority to find another 176 places from its other colleges.

The DES proposed that the biggest cut should be made at Avery Hill, where it said places should be reduced to 600 in 1978, and that the Polytechnic of North London's places should be cut from 290 to 272.

In a report to the committee, Mr Peter Newsam, the education officer, argued that a better solution would be to end the general course at South Bank Polytechnic which has 90 students, leaving the polytechnic with 200 home economics students.

However, if the DES proposals were accepted it would be difficult for Avery Hill to offer a reasonable range of subjects and to keep open the Mile End annex for mature students.

He noted that at Shoreditch the Government had abandoned the principle that the craft and design courses should be supported by a general one.

The places released from South Bank would go partly to the Polytechnic of North London but mainly to Avery Hill. At Thames Valley Polytechnic where there are physical education and general courses, the numbers would remain unchanged.

Preston Polytechnic is calling on its local education authority to make an early decision about the future of its in-service teacher education provision following the disclosure that it could be repressed.

The Government in its announcement of college closures last week ruled that the polytechnic should lose all its initial training courses, but the Department of Education and Science has since disclosed that the decision about the future of in-service courses lies in the hands of the Lancashire education authority.

A meeting between polytechnic and ILEA officials is due to take place early in September. Meanwhile the polytechnic is pressing for the issue to be raised at the next education committee meeting before the summer recess next Tuesday.

Dr Harry Law, director of the college, said this week: "We want the local authority to consider this issue as a matter of urgency. We will do not know exactly what the DES had in mind. The existing facilities for in-service provision at the college within a new purpose-built block were excellently placed geographically to serve the needs of the county's teachers."

A DES spokesman said: "It is up to the local authority to decide. They can keep the in-service courses if they wish." But the local authority pointed out this week that the cost of continuing provision might prove a stumbling block. The decision might be dependent on the proportion of the provision which could be financed by the advanced further education pool.

Profile of Preston Polytechnic, page 7

Middlesex governors overturn no confidence vote in director

by Sue Reid

Governors at Middlesex Polytechnic have rejected a motion of no confidence in the college directorate and reaffirmed their support for Dr Ray Rickett, the director.

The declaration of support overturns a vote of no confidence in the directorate by the college's academic board last month, a decision taken following the controversial postponement of examinations by Rickett during a lengthy student occupation earlier this year.

The governors passed a motion put forward by two academics stating that the postponement ruling was "taken after consultation with the college's examinations office and was reversed within four working days of the publication of a revised examination timetable".

It declared regret that student union action had continued "despite the fact that the polytechnic met every stated demand within its power. A second motion expressing no confidence in the directorate for their alleged lack of consultation with the academic staff prior to the decision to postpone the examinations was overwhelmingly defeated."

The National Association of Teachers in Further and Higher Education, some course leaders and the students' union at the college opposed the postponement ruling. They have called for a decentralization of decision making at the polytechnic and full consultation in the future.

But Dr Rickett said this week that an internal inquiry into the student action was now likely to be launched. It would, he said, examine methods of avoiding a similar confrontation.

He maintained that the student union, which was protesting about tuition fee increases among overseas students, had cut the lines of communication at the college and then accused the directorate of failing to communicate their decisions. "The governors may seek information about the dispute and the way students behaved. We will be looking into ways of dealing with similar occurrences."

The report recommends development of "a range of courses in design to suit a wide variety of pupils, with sensitivity and creative intellectual ability and the to pursue design as a career."

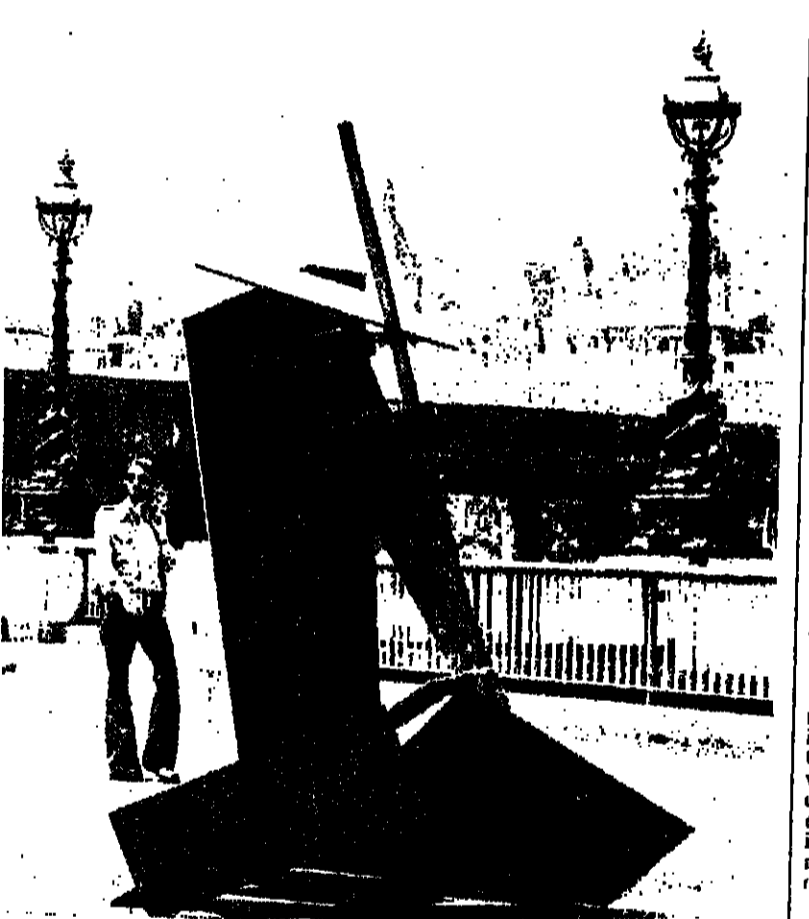
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Art on the embankment



Scripture on the South Bank: past and present students of St Martin's School of Art have provided a 50-piece exhibition to decorate the Thames embankment during July.

Council call for more design training

by Clive Cookson

A framework for the design industrial design school to postgraduate level down in a report published by the Design Council this week.

The report, drawn up by a committee under the chairmanship of Sir Carter, starts by recommending strengthening of the content of general secondary education.

"There are cultural, economic advantages to be gained by a population which is not discriminated in its design education," says the committee.

Putting the committee's recommendations into effect will require a press conference, Archer of the Royal Society said design awareness should be placed alongside basic numeracy as an essential part of schooling.

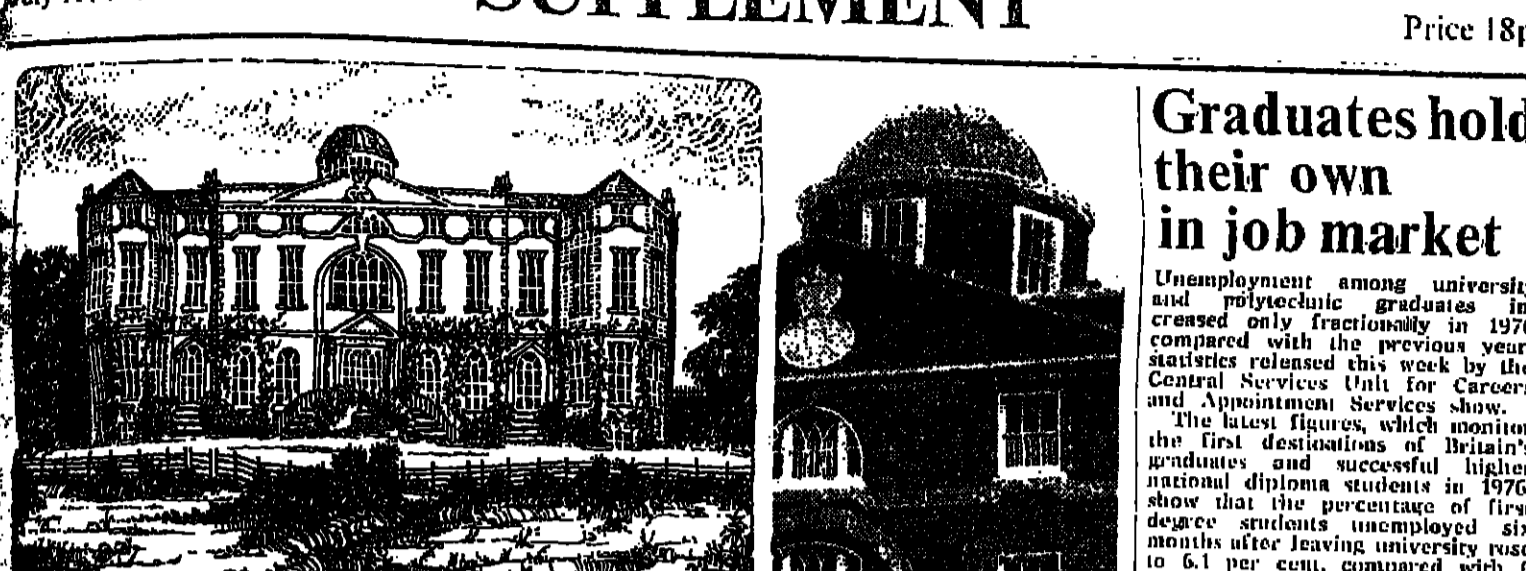
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Higher Education SUPPLEMENT

July 15, 1977. No. 299



How it was and how it is—restoration work on The Dome, an eighteenth century house at Bognor Regis, has been completed at a cost of £400,000 and the building was handed over to the West Sussex Institute of Higher Education last week as its administrative centre.

Two major steps on national credit transfers announced

by Sue Reid

The Council for National Academic Awards and the Open University are pressing the Government to set up a national agency to rule on higher education credit transfer arrangements on a national basis.

An important initiative was announced this week alongside news of a newly agreed credit transfer scheme which will allow Open University students to transfer to polytechnics and vice versa.

The United Kingdom has been a pioneer in the development of credit transfer in polytechnics, leading to the CNA's CNAAC (Credit National Academic Awards Council) in 1975.

On postgraduate credit transfer, the CNAAC has been successful in securing a transfer of credit for students who have successfully completed a first degree or DipHE course.

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on a first degree or DipHE course validated by the CNAAC may be exempted from the first year of study if they have two OU course credits in an acceptable subject area.

Students with more than two course credits will be eligible for entry with greater "advanced standing" up to a maximum, leaving only the final year of a full-time CNAAC course to be completed.

CNAAC students wishing to transfer into the Open University system will be able to transfer to a full-time OU course in a number of subjects.

The number of students enrolling in CNAAC courses in the current academic year has risen by 22 per cent to 94,000 against 77,500 in 1975-76. First degree courses in operation have risen in each subject field and the total is now 954 with student enrolments overall of 87,500 according to the CNAAC's annual report for 1976.

It shows the rapid growth of arts and social studies courses in recent years has continued to level off with the number of programmes growing by 14 per cent, the same as last year.

with the Committee of Vice-Chancellors and Principals on the possibility of a national credit transfer arrangement between all universities and the OU.

Dr Edwin Kerr, chief officer of the CNAAC, said: "Some students, taking CNAAC validated courses find that due to financial or other personal circumstances they are no longer in a position to continue with full-time higher education. This agreement will allow them to continue their work part-time."

Dr Roy Rickett, director of Middlesex Polytechnic, commending the transfer agreement was enabling legislation. It would be up to the polytechnics and the local authorities to determine the scale of its operation.

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Police called in on Sussex 'bugging'

by Frances Gibb

Police that Sussex University is bugging stricter academic discipline emerged from secret recordings of a meeting last week.

The students' progress committee, which deals with academic performance, in one of the bugging rooms. The committee has been called in to discuss the bugging.

The committee, which includes the vice-chancellor and deans of the three faculties, had been in discussion for three hours when the hidden bugging was noticed.

The home-made transmitter concealed in a tobacco tin connected by wires to a microphone and a tape recorder.

One of the committee's discussions was up to the discovery of the bugging were rather unclear, because as far as could be gathered, no important decisions were due to be taken at the meeting.

He had been questioned by the police as to how he had heard the tapes, but had been unable to give

any further. He thought the police were a long way off discovering those responsible.

Sussex University students' union this week disclaimed responsibility. "We would like to make it clear that this is not an act of the union and that it has no prior information at the time," it said.

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Mr Geoffrey Lockwood, the registrar, said the university had no comment to make at this stage. "We are waiting for the police report. If it results in identification, which it should, we shall issue a further statement."

The committee was a safeguard for any student who had to leave the university for not making satisfactory academic progress, he explained. If a student failed his examinations "his case would come before the committee. If it decided to continue on back page

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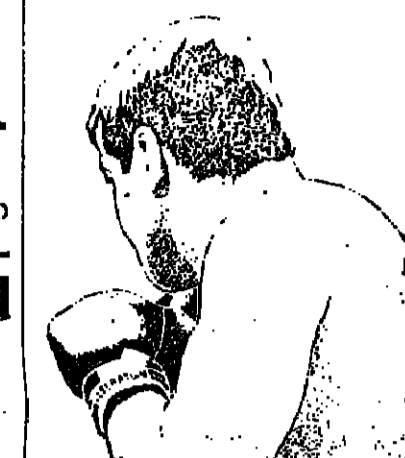
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Contents

Criticism Inc



A literary avant garde may be parochial and pretentious but it can have a vitality which English criticism lacks today, argues Patrick Parrinder, 15

Copyright law Frances Gibb looks at the havoc photocopying machines have wrought with the Copyright Act, 9 leader, 14

German academics Ralf Dahrendorf discusses how Willy Brandt's liberalizing law backfired and suggests ways of easing the situation, 5 letters, 14

Family plans Ann Oakley reviews three books which discuss how fertility is influenced by social factors, 16

Rubens year John Nash reviews BBC2's Life of Rubens which celebrated the painter's 400th birthday, 10

Defining terms T.F. Duveney suggests that adult education now covers such a variety of activities in quite different institutions that the result is confusion, 11

Sue Reid on the problems of disabled students, 9

On the other hand	5
Letters	6, 14
Research	7
Noticeboard	8
North American news	12
Overseas news	13
Books	16-19
Classified index	20

80 per cent of new teachers in Wales will be jobless—NUS

Eighty per cent of students leaving teacher training colleges in Wales this summer will be without jobs and their prospects are appalling, the National Union of Students, Wales, claimed this week.

Mr Mick Antoniw, chairman-elect, colleges and universities to play a much more positive role in helping to find work for those who could face months in the dole queues.

"The situation is really bad for many students. It is far worse than last year," he said. "Trainee teachers were the hardest hit as the scramble for jobs continued unabated and falling pupil numbers kept down the demand for newly qualified teachers."

At certain specialist training colleges, such as Bangor Normal which turned out Welsh teachers, the unemployment rate was down to about 50 per cent, but the figure in the average training college in

Wales was nearer 80 to 85 per cent, he claimed.

Arts graduates were also finding it difficult to land posts and at colleges such as the Welsh College of Music and Drama the jobless figure was around 90 per cent. "It is just appalling. Students are becoming reconciled to leaving college and going on the dole," Mr Antoniw added.

NUS Wales and the Cardiff area students association will be mounting a massive campaign next term on behalf of unemployed students and against education spending cuts. Mr Antoniw called on college careers officers and staff to keep detailed registers of the academic records of students leaving this summer. He said they should keep close watch on the students' careers for up to three years after they left college.

Students would now have to weigh up more carefully what they specialise in at college or university and give close consideration to the job prospects at the end of the course, he said.

Three discuss joint degree

Proposals for a joint master's degree in curriculum design and teaching methods in higher education are being discussed by Chelsea College, London, the Roehampton Institute of Higher Education and Sussex University.

The cross-binary course would be based at the Roehampton Institute and staff at both Sussex University and the Centre for Science Education at Chelsea College would contribute to its teaching. It is proposed to start in 1978.

In an outline of the scheme, yet to go before the senate, the academic planning committee of Chelsea College has said the Centre would "derive considerable educational experience and value from coming into contact with the other two institutions."

The colleges would derive fee income proportionately from the students registered and would be able to claim the full-time equivalent load of the proportionate share of the teaching. No extra money would be needed, it says.

Compendium lists new courses

Archaeology at Exeter, nursing studies at Hull and musicianship at Leicester are three degree courses to be offered for the first time in October, 1978, according to the latest Compendium of University Entrance Requirements published last week.

The Compendium of University Entrance Requirements for First Degree Courses in the United Kingdom 1978/79 is available from bookshops, price £3.50.

Agriculture doubled

The latest edition of the Department of Education and Science booklet Agricultural Education lists more than 500 advanced and non-advanced courses in agriculture and horticulture in England and Wales, almost twice the number ten years ago when the booklet was first published. It can be obtained free on application to Room 236, DES, Elizabeth House, York Road, London, SE1.

NEXT WEEK

Patrick Parrinder on literary criticism
Fred Hunter on education
Frances Gibb examines copyright law
Education for adults
Ann Oakley reviews 'The About Children'

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Safety query over new buildings

Modern university buildings will be criticized for their lack of safety in a new report to be presented to the Health and Safety Commission.

Speaking at a Safety Conference for Universities and Polytechnics at Sussex University, last week, Miss Norah Curry, a member of the Health and Safety Executive, said she was most concerned about buildings put up in the past 15 years.

Miss Curry's conclusions were the result of a survey into the application of the Health and Safety at Work Act to universities. In the past year she has visited the universities of Cambridge, East Anglia, Leeds, Salford, Strathclyde and Swansea.

She told the 150 delegates of windows that could only be cleaned with the help of special scaffolding; flat roofs with no provision for the edges for maintenance work who had to go on them; stairways away from walls, where people could break a

leg; ornamental balustrades through which people could slip and fall several floors; glass walls that could be walked through, which happened while she was in Cambridge; and other hazards.

"There is no doubt that a high percentage of accidents in universities happen to cleaners and maintenance staff," said Miss Curry in urging delegates to be more mindful of their service departments. In boiler houses one of the problems appeared to be insulation and there was still a good deal of asbestos about.

Five risks also presented problems and Miss Curry warned that one of the major expenses universities would have to meet in the next few years would be in halls of residence where one of the main causes of fire was the chip pan.

However, there was little danger to the health of students or other members of the public in most of the teaching processes. Arts students

on the whole were well protected and science students had limited exposure to the possible hazards of laboratory work.

But there was a need to undertake a survey of teaching programmes in laboratories, see what material was being used, whether it was essential to use it, and if it was, to make sure there was adequate training in the proper way of handling it, possibly by including safe laboratory practices in the curriculum.

Although students and academic staff might be in laboratories for limited periods, technicians were more exposed and Miss Curry was concerned about the lack of ventilation in some areas.

Research in the laboratory needed continuing supervision. It was important that arrangements for safety covered all who might be at risk including cleaners and security staff.

There was also the problem of the disposal of hazardous materials,

'Do not turn clock back on science'

Pure science must be defended against those who are interested only in the improvement of technology, Professor D. Brynjar Thomas, Bute professor of anatomy and experimental pathology at St Andrews University, said at the science graduation ceremony last week.

Unless adequate resources were provided for pure science it would be impossible to maintain courses in pure science, medical science, applied science or technology, he said.

"We really must be very careful to ensure that we do not turn the clock back and we must be ever vigilant to ensure that we do not allow the clocks to be turned back by those who do not appreciate the importance of pure science in relation to technological progress and who certainly have no enthusiasm for pure science devoid of immediate applications."

We should not understand heart failure if we did not have detailed information about the circulation of the blood and it was most unlikely that William Harvey would have been able to begin to collect this information if his classical studies had not been preceded by the appropriate developments in dynamics.

These in their turn would not have occurred if Galileo and Newton had not had the desire and the ability to satisfy their curiosity and do so without being distracted by attempting to anticipate applications of their work in medicine or elsewhere.

A short step to advocate the diversion of resources from pure science to technology and to forget that the scope of technology is inevitably dependent upon the scope of pure science.

Professor Thomas said we were in danger of forgetting that money was not a substitute for ideas. This was precisely what happened when the President of the United States decided that he would provide enough money to cure cancer.

"The limited success of the programme which he launched endorses the dependence of technology upon appropriate developments in pure science."



Professor Hodgkin honoured

The long association with Somerville College, Oxford, of Professor Dorothy Hodgkin, OM, who won the Nobel Prize for Chemistry in 1964, was commemorated along with that of Professor E. P. Abraham, professor of chemical pathology, with whom she has collaborated in X-ray crystallographic work on the structure of cephalosporins.

The EPA Cephalosporin Fund has made a donation of £30,000 to Somerville, which brings to £70,000 the amount the college has received from the fund. This will allow it permanently to endow a tutorial fellowship in the medical, biological and chemical sciences. It will be named the Dorothy Hodgkin-E. P. Abraham Fellowship.

The principal of Somerville, Mrs Barbara Craig, announcing the gift, said the college was especially

grateful for the timing by Professor Abraham and his fellow trustees of the fund.

It had enabled the college to honour Professor Hodgkin in the year of her impending retirement from her professorial fellowship and had brought Somerville a step nearer its aim of achieving, by 1979, the year of the centenary of its foundation, the full endowment of at least one of its tutorial fellowships in every subject in which it has tutors.

Professor Hodgkin came to Somerville College in 1929 to read chemistry, and when she became a tutor she acted as moral tutor to all college undergraduates reading any branch of science and taught most of them at some stage in their courses.

In 1948, Professor Abraham and a colleague Dr Guy Newman discovered the antibiotic properties of the cephalosporins, which are resistant to some enzymes which destroy penicillin. The discovery was patented by the National Research Development Corporation and the resulting royalties go into funds used to further research.

Why newspapers may go out of print

The other major problem is conservation. All newspaper manufactured from about 1860 is subject to in-built deterioration. This particularly applies to 100,000 newspapers covering the period from 1875 to 1920, 20,000 of which either are or will soon be in a very poor state.

Until now the principal microfilm effort has concentrated on overseas titles which have either been microfilmed on the spot or purchased in that form. Until recently the original copies had been offered to libraries and other institutions at home and abroad.

If the recommendations are adopted, the main newspaper collection would be microfilmed and printed items withdrawn from use.

Most newspapers acquired by the British Library from the early 1980s would be microfilmed and read in that form. Provincial newspapers will be dealt with first.

Printed editions of certain categories of material would, however, be retained for regular use at Colindale. This would cover major national newspapers, earlier volumes in good condition and notable publications with coloured illustrations.

At the moment the plan is to keep United Kingdom publications in outshouses from the 1980s which would result in the building being full by the year 2000. However, if overseas material is kept as well, additional storage would become necessary immediately, as the building would be full by 1990.

The result of these withdrawals is that, for 1976-77, a total of 3,300 places was available.

If the professors viewed with deep misgivings the decision of the British Library to employ such assistants in schools

Business of cooperation emphasized by council

The Business Education Council has to deal with 150 separate bodies in attempting to secure its students exemption from professional examinations therefore it must work by persuasion, Miss Janet Elliott, one of its senior officers, told a conference last week.

It was a tremendous achievement, for example, that the council had recently managed to get the three bodies representing accountants to sit round the same table and begin the process of aligning qualifications.

Miss Elliott's theme of coordination was extended at the conference, organized by the Business Education Teachers' Association at the City of London Polytechnic, to cover the awards of the Council for National Academic Awards and of a range of professional bodies from bankers to accountants and the local government service.

On behalf of the CNA, Mrs Cynthia Iliffe spoke of the need to rationalize courses of business studies and management studies so that students were taught together and could transfer from one course to another. Representing the Institute of Bankers, Mr Eric Glover, its director of studies, recounted the recent reorganization of qualifications that linked progress through the banking world with courses offered under BEC auspices.

One of the main concerns of business teachers was the relationship between the CNA and the BEC. The former higher national diplomas and certificates granted to holders access to degree level work and negotiations were going on to give holders of BEC certificates similar rights. For instance, in business studies, the holder of a

higher certificate might gain entrance to the third year of a degree course in a polytechnic.

Mrs Iliffe expressed the hope that the BEC would go about its work of validating courses produced by further education colleges in much the same way as the CNA—by recognizing the expertise and independence of the colleges and their teachers.

Miss Elliott reminded business teachers that the BEC had to satisfy employers and the professions of the quality of its awards by keeping up national standards. This put a link on local variations.

The teachers at the conference were anxious, too, about the future of the diploma in higher education and whether students holding it might expect access to the third year of business studies degrees.

Mr R. F. Milson, HM Inspector, said the BEC was working to bridge the higher certificate, hoping that by next year would soon be issued as a future of the DipHE.

There were limits to coordination and rationalization, Mr J. E. Devonport, an official of the Institute of Chartered Accountants, expressed his profession's reluctance to tie its admission procedures to the public examination system. He saw little likelihood of making accountancy an all-graduate profession.

There is a growing number of people, who, said to say, want to opt out of the university system but who are intelligent, capable of doing anything. We have to cater for these. In the profession, too, there are members who have achieved their position from a humbler position than the university degree and are anxious that a similar path upwards remains open.

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Education must not dominate fourth channel, IBA says

The Independent Broadcasting Authority has told the Government that if it ran a fourth television channel educational programmes would be limited to a seventh of production time.

In its comments on the report of the Annan committee on the future of broadcasting the IBA declares itself against the concept of an open broadcasting authority to run the fourth channel. However, it agrees with Annan that the fourth channel should be used for education; education should not dominate however.

Who should produce educational programmes for the fourth channel is an open question, the authority said. "Whether the best use of the time allocated lies in the transmission of educational programmes or in the creation of a channel to meet different educational needs is a matter the IBA would like to see carefully considered."

For example the IBA's own educational advisory council recommended a better array of programmes for school-leavers, including courses on work training and on the problems of the young unemployed as well as courses in numeracy and literacy.

If the IBA ran the fourth channel it would have to advertise like ITV and it would cost less than the open authority proposed by Annan.

The National Association of Schoolmasters/Union of Women

Teachers expresses concern in its comments on Annan about the ethical standards of current programmes. "It must be a source of concern that some are broadcast which are either immoral in their outlook or confirm immoral attitudes."

Greater cooperation between educational institutions, broadcasters and creators of audio-visual material would result from the founding of an Open Broadcasting Authority, the National Closed Circuit Television Association has said in its response.

NECCTA, which has 248 members in institutions all over the country, fears that the OBA will not see the light of day.

The association denies the present mould of educational broadcasting is rigid and inflexible. It says the British Safety Council which has been holding the competition for 13 years in the belief that a prize girl can do more to promote eye protection at work than a listful of posters. Her prize is a trip to America for the Chicago suite, convention and £1,000 guaranteed savings, in return for which she must be a safety pinup.

This involves acting as a cross between Miss World and a polic-

On the other hand

Thanks, Mrs Ninn

My reader (Mrs M. L. Ninn of Glasgow) has written in again with a helpful, if all-embracing list of things on how this column could be improved. She quotes more on the women's pool, E. A. Whitehead, the British television system, clarification of South Bank Polytechnic's diploma and, if humbly possible, fewer jokes and the occasional moment of thought-provoking snarl. Always pleased to oblige I am glad to put one week only a special Mrs Ninn pull-out supplement.

Here's looking at you

Being a lecturer has helped me to cope with becoming a bonny queen," said Judith Platt, a 24-year-old lecturer in general studies at Miss. Beautiful Eyes 1977. About once a week East Dorset Technical College arranges a student in for her classes and Judith pulls on a sash to take a bit of glamour to Britain's factories.

She was selected from a national pool of 2,000 and from 20 finalists she was chosen to represent the factory. She has been holding the competition for 13 years in the belief that a prize girl can do more to promote eye protection at work than a listful of posters. Her prize is a trip to America for the Chicago suite, convention and £1,000 guaranteed savings, in return for which she must be a safety pinup.

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Beautiful Eyes in safety lenses talks to workers.

Art of cooking

"From the prehistoric cave images of stags and bison to the giant hamburgers and baked bean tins of American pop art, food has been a recurrent theme in art." This was the blurb for an exhibition at Kettle's Yard which staff and students of Cambridge for the summer will be missing.

The organizers claim that this is the first exhibition of food art in this country and go on to explain that it confounds conventional notions on two fronts: "as art it tastes, smells and perishes; as food it refuses to submit to one demand that what is edible should be eaten." On show from July 19 to August 12 will be icing pictures, edible sculptures, small pictures, cake art, food collages and ceremonial eating events (for instance, Spaghetti Potomac in A Hat). These will be supplemented by more conventional works with a food theme.

However, I have an ulterior motive in mentioning this exhibition: I am myself a pointer of maddling to dreadful capacity and have just completed a work which they might like to include in an edible Last Supper. Whenever I look at other artists' versions I invariably get peckish myself watching all these people eating. Where mine scores is that it depicts Christ, His son and other leading biblical figures surrounded by real food. The artist's intention was to depict a scene of a picnic in a park. He is himself and so partake of the only religious work this century that also feeds off night starvation.

That is a dolphin

Last time (THIS, July 1) I was inquiring why the South Bank Polytechnic's crest depicted a porpoise, which points out the degree of politicization that has become characteristic of some departments in several universities. The other item has to do with what THE THIS and some of its readers refer to as the Herufersherbot. This is a radical political group in the German Civil Service.

The two are related, at least in the minds of some politicians, but I want to address myself today to the latter, and discuss four questions. What is it about? What is wrong with it? What has gone wrong in bringing it about? What can be done to change it?

What is the so-called Herufersherbot about? The facts are simple, although rarely stated. Along with officials of central, local and local government, many other groups in Germany have the status of civil servants, or rather, Beamte: railway and post office employees, for example, and school and university teachers. The rules applied to all of them—the gardener of a city cemetery and the university lecturer in botany, the engine driver and the personal assistant of the federal minister—the research officer and the social worker—include a test of loyalty to the constitution. (And it is, which one should not forget, a very democratic and liberal constitution.)

In addition to an oath of loyalty, this has involved, for some years, an investigation of past activities in the case of university graduates. This investigation has brought up, and made relevant, information on membership in student societies, participations in demonstrations, and the like.

Over the last five years or so, several hundred thousand individual cases have been investigated in this manner. Whenever a Beamte is first employed, a form is sent to the Ministry of the Interior to find out whether there is any civil servant in his or her family. If there is, employment may prove difficult or impossible. It is perhaps important to add that the number of people not employed because they are considered "constitutionally risky" is relatively small, probably fewer than 500 in all these years. In a country in which there are four million people in public service (and that is at least 100,000 new officials each year).

What is wrong with this system? A lot is wrong with it, but let me say first of all that it is probably agreed among most people that one would not wish to have declared enemies of a society employed in the top administrative offices of the state or the right of the left who believes that Parliament should be abolished is hardly a suitable candidate for permanent secretary in the Home Office.

But of course the problem in Germany is not this. Let me just list its most flagrant dangers. First, the German system of testing loyalty to the constitution lumps together the most diverse occupations and applies a principle which makes sense in some areas, but the Civil Service proper to other areas which have nothing to do with administering the constitution.

Secondly, the system of testing the "constitutional loyalty" of the individual serves to create investigations which are horrible in themselves and are bound to produce a climate of fear and subservience on the part of those liable to be investigated.

Thirdly, if one adds to that the kind of hysteria which has become characteristic of several Western societies, one is bound to suspect an implicit authoritarianism which has cut out all dissident views (although there is little evidence that this has in fact come about in Germany).

What has gone wrong to bring about such a system? In the first place of course the extension of Civil Service privileges (and obligations) to groups which are really part of the Civil Service, but there is another point and an important one. The present system of testing constitutional loyalty is the absurd side effect of Chancellor Brandt's attempt to liberalize an existing practice.

There is a real lesson to be learnt here. When Willy Brandt looked at the conditions of entry into the Civil Service, he found that some people were debating whether they were members of certain organizations, neo-Nazi and Communist Parties. He decided—and with other liberals I was entirely with him on this—that this was nonsense, and that really what mattered was whether an individual actually intended to subvert democracy.

This sounds fine, and we assumed of course that it would lead to a considerable liberalization of existing practice. It did not. On the contrary, now that individual motives and actions mattered, an enormous system of investigation had to be set up in order to find out what the individual applicant for a Civil Service job had actually done before—and that generally meant, as a student, as a result, the organization with the euphoric name "Protection of the Constitution" (Verfassungsschutz) began to build up hundreds of thousands of files, and increasingly the lines between subversive activity and my kind of political activity became blurred.

What can, what should be done to change things? I have tried to explain a few things for which there is little space in most newspapers, but let me leave no doubt about my position: the only answer is that the thousands of files which I have talked about must be destroyed if the climate of suspicion which now prevails in universities and elsewhere in Germany is to be dispelled.

The term "Herufersherbot" is misleading, indeed. It is deliberately used to explain a few things for which there is little space in most newspapers, but let me leave no doubt about my position: the only answer is that the thousands of files which I have talked about must be destroyed if the climate of suspicion which now prevails in universities and elsewhere in Germany is to be dispelled.

Tram jam

The Jubilee has proved a wonderful opportunity for enthusiasts to mount exhibitions on their particular obsessions, with only the most routine royal link. One of my favourites opened as part of the Kingston Polytechnic Jubilee exhibition last week: "Royalty and tramways."

Needless to say the Tramway Society is in their own way where and has set up large scale model tracks on a 60-foot length of track. There is a collection of pictures showing the tram at work in London. Tramway films and slides are being shown at regular intervals and a special tram book stall is provided.

So what, you will be asking. Is the link with the Queen knocking up her quarter-century? Well, 25 years ago marked an important event in the history of the London tramway system: it was placed down for ever.

The problems of German universities



Ralf Dahrendorf

German universities have been in the news recently, at least in the higher education news, and that for two reasons. One is a report about German universities by the Council on the Future of Universities which points out the degree of politicization that has become characteristic of some departments in several universities. The other item has to do with what THE THIS and some of its readers refer to as the Herufersherbot. This is a radical political group in the German Civil Service.

The two are related, at least in the minds of some politicians, but I want to address myself today to the latter, and discuss four questions. What is it about? What is wrong with it? What has gone wrong in bringing it about? What can be done to change it?

What is the so-called Herufersherbot about? The facts are simple, although rarely stated. Along with officials of central, local and local government, many other groups in Germany have the status of civil servants, or rather, Beamte: railway and post office employees, for example, and school and university teachers. The rules applied to all of them—the gardener of a city cemetery and the university lecturer in botany, the engine driver and the personal assistant of the federal minister—the research officer and the social worker—include a test of loyalty to the constitution. (And it is, which one should not forget, a very democratic and liberal constitution.)

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VSO a help in job-hunting

Most of the students who go on Voluntary Service Overseas find it easy to get jobs overseas they return according to a survey of returned volunteers.

About 74 per cent of the 325 people in the sample believed that their experience had been helpful in their subsequent jobs. 71 per cent said they had found it very easy to find a job.

When they returned to Britain they tended to go into jobs connected with the work they had done abroad. For example, of 213 who had been on a teaching project 135 became teachers.

Most volunteers—86 per cent—said their decision to do voluntary work had been correct.

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LETTERS TO THE EDITOR

Wider approach to educational broadcasting

Sir,—Mr Gratton and Mr Robinson of the BBC education department wrote a strange topsy-turvy letter (THES, July 1), much of it an attack on my views of research which they describe as too limited, linear and simplistic. They advocate instead "evaluation as a manifold activity; developing cumulative knowledge through many skills and judgments". This approach I described almost 20 years ago in Television and the Child in a section on programme production and research (pp. 58-66) where I also indicate ways in which this might be done. The true accolade for an author of an idea is when it is accepted by those initially unfamiliar with it, that it is grasped as their own. While this is gratifying, it is also sad that the two writers of the letter, themselves holding key positions, while embracing the faith have failed to act on it. They draw attention to a study of Rex Rogers of the BBC primary school sex education programmes as an example of this wider approach. It is this reference which gives the letter its topsy-turvy character for this research was done at my initiative not theirs, with my research money, by me jointly with Rex Rogers who was then a graduate student on his first assignment as research officer in my unit. He did a very good job using many different approaches (content analysis, observation in the class-

room, prior discussion with the producer, questioning teachers and parents as well as studying the children themselves immediately after the programmes were shown and again three months later). There was a study in the round also examining how far impact depends on what happens in the classroom and in the home. The research was mounted at very short notice and cost little. The Annan committee was at special pains to discover from the Schools Broadcasting Council and Mr Gratton how frequently in their researches the children themselves were studied over and above obtaining the views of teachers. There was ample opportunity for such studies to be sent to the committee. They were not and we inferred that little had been done. If the committee was mistaken, I would be happy to hear of studies we overlooked or of proof that the views of teachers are so searching and reliable that the children at whom the programmes are aimed need not themselves be studied. If I were a producer, I too would not want to divert money from production to research. It is the job of the head of a department to obtain research funds and that of BBC management to authorize it so that responsibility to innovative programmes can be documented and a body of knowledge built up about children's responses.

As a member of the Annan committee for two and a half years I have had the splendid opportunity through discussion and reading their evidence to learn something about the work of broadcasters. This experience has made me even more hesitant than before to speak of the broadcasters' views on broadcasting or how programmes should be created. The authors of the letter have, I believe, read little of what I have written about research nor talked to me about it. It must be this lack of intellectual ballast which made it possible to pronounce so unhesitatingly about the views of someone in a field not their own. But this is neither here nor there. What matters is that the department produces high quality programmes, that it tries new ideas often very successfully and that children are a particularly difficult group with which to communicate if one wishes to teach as well as interest. Instead of defending the BBC, as if it were the Vatican fearful of creeping agnosticism, the BBC education department would do well to use the strictures of the Annan report and the recommendations of the Katz report to obtain the necessary funds to build up—in collaboration with university departments if needed—the type of cumulative knowledge they rightly desire. Yours sincerely, ALDE HIMMELWEIT, Professor of social psychology, London School of Economics.

Sir,—The reporting of the problems of teacher training reorganization in the Bradford Metropolitan District and Yorkshire generally (THES, June 3), seems to contain several misunderstandings and might indeed be said to project several stereotypes which confuse the issues rather than simply inform readers. Both your caricaturing sketch of Eric Robinson on page one and the image of the sturdy, turbulent Yorkshireman on page eight, set the style. Significant absences, which might be accounted for by lack of space, but are more likely to have occurred because of the "angle" you have chosen to adopt, further suggest that you are not engaged in mere reporting. You do not, of course, say that Eric Robinson is a Lancastrian, or that Brian Close is quietly leading an independence movement in Yorkshire, to which the turbulent presence of the local education authorities to the Department of Education and Science proposals is obviously related. There is, however, some indication of a similar tendency to mix truth with fiction. It is quite false to argue as you do that there was a political polarization in Bradford on left/right lines. On the right, the Conservative Council, on the left, Bradford College, is a neat formula, but it does not fit the facts of split feelings in the local political parties, or of the different educational ideologies which are espoused in Bradford College. It is not adequate, in addition, to stress the fact of multi-cultural studies at Bradford College, without also noting that there has been a move to base the education of teachers in a context of studies of multi-cultural society in the other colleges at Bingley and Ilkley. Indeed I have taken part, as a governor of Bingley College, in a course on multi-cultural studies there. Further, you suggest that the council has been motivated more by

Bradford confusions

financial and other considerations than by educational reasons. I apparently forget that the Government's proposals for cuts in teacher training have been motivated, overwhelmingly by financial factors and that local councils must, if they want to reach the best educational conclusions, take account of these. In calling it "nonsense" for Bradford authority to propose to take multi-cultural education out of the heart of the city, we are, Kelgley, a largely industrial town, within the Metropolitan District, also has a multi-cultural character. Bingley College is about halfway between Bradford and Kelgley and sends its student teachers to multi-cultural schools in both urban centres. Whether it is symbolically necessary for them to be given lectures and tutorials in buildings at some short distance from their work is worth an argument, but such not to be taken for granted as a teacher training can be summed up in a wish to annex the three Margaret Macmillan buildings which are now part of Bradford College. I am sure that the local authority has noted this, even if you and DES have not. Yours faithfully, DENNIS WARWICK, Department of Sociology, Leeds University.

Sociology's minorities

Sir,—Correspondents wishing to counter recent claims about Marxist bias in sociology really ought to be more careful in their selection of comparative examples if they are to avoid providing their opponents' case with implicit support. The letter from Cressy et al. (THES, July 1), for example, includes the following highly misleading remark: "We do not read of 'ethnomethodological bias' in your columns although ethnomethodology is strongly represented in many sociological departments." It may be, of course, that my puzzlement about what methods of operationalization and statistical reasoning could possibly have led to such an observation stems from my failure to comprehend the numerical implications involved in their use of terms like "strongly represented" and "many". But a more likely answer, I suspect, is a confusion between strong influence within the discipline, which ethnomethodology has certainly had, and the strength of representation within the profession, which it equally certainly has not. Thus, a dozen would be a generous estimate of the number of tenured ethnomethodologists in British university departments of sociology, and the "many" departments in which this "strong" representation is to be found can be comfortably counted on the fingers of one hand. As far as I know, things are not much different in other institutions of higher education, nor even in the United States, where ethnomethodology, and generational analysis were first developed. Some slight increase in my estimates could naturally be generated by the choice of different operational definitions, but it would be difficult indeed to bump up the

numbers to a point where descriptors like "strongly represented" and "many" could begin to look possibly appropriate. Viewed in this light, the choice of ethnomethodology as an example of a sociological tradition which purportedly receives fairer treatment than Marxism seems to be remarkably inept, and it is tempting to conclude that the authors must have been really scraping around for a barrel which turned out to contain little other than various vituperations of blawdy Marxism. In fact, as far as Marxist-oriented sociologists are now occupying a great many comfortable and powerful positions in the sociological profession (after long and much more serious past struggles against discrimination than anything going on today), assertions to the effect that they get a raw deal compared with newer minorities such as ethnomethodologists have a hollow and somewhat ominous ring to them. For, if people can be persuaded that the strong representation of ethnomethodology is a professional as well as an intellectual fact of sociological life, those in positions of power may be able to cite apparently rational-sounding grounds for appointing even fewer ethnomethodologists to graduate students than they number currently in employment. Hopefully, however, members of the profession's emergent Marxist establishment will remember their own experiences of being discriminated against, and will avoid making out similar arguments to other sociological minorities. Quite apart from the fact that the replication of such tactics might stunt promising intellectual developments, it would also play into the hands of those political critics who are anxious to get away from the idea of a balance between Marxism and Statism. Yours sincerely, MAXWELL ATKINSON, Senior research fellow in sociology, Centre for Social-Science Studies, Wolfson College, Oxford.

Dance degree

Sir,—The first degree course in dance began at Middlesex Polytechnic in September, 1976. Frances Gibb presents misinformation (THES, July 1) in stating that it is to start elsewhere. The confusion may have arisen because the course described is one in which dance is taught in a small specialist unit. At Middlesex Polytechnic the degree course in dance is taught in a large and diverse performing arts faculty, where 80 specialist staff contribute to the teaching. Paraphrasing the 22 dance students already completing the first year of their course are other students studying drama and music. Some elements of the course are taught in common, allowing a lively interaction, and an understanding of the concepts and problems of performance art. All the studies Frances Gibb describes are already established at Middlesex Polytechnic: dance technique (ballet, modern or jazz), choreography, production, aesthetic and critical studies, and the history of dance, are all required studies for the dance student. Among the 56 optional courses, from which each student chooses, are mime, period dance, scene, contemporary London dance scene, notation (Benesh or Laban), ballet principles, dance accompaniment, dance in the community, repertoria, and for those with wider interests, electronic music making, costume, life and art, jazz and blues, folk art, organization for the arts, singing, theatrecraft, etc. We are, at Middlesex Polytechnic, delighted that other degree courses in dance are following our vanguard. We have received over 300 applications for the 60 places we are able to offer in September. There is great demand for degree courses in the performing arts. We are pleased to extend a welcome to our students. Yours faithfully, DAVID HENSHAW, Course Leader, BA Performance Arts, Middlesex Polytechnic.

Teacher education

Sir,—Everyone concerned about teacher education in the future, which must include everyone concerned with education in the future, will welcome the final paragraph of your leading article of July 1. That the "turn of the last five years has come close to destroying the confidence and morale" of those who trained the teachers, is undeniable and that we need "a period of stability and opportunity to work with known resources and within real target numbers" has been a part of all agreements on teacher education negotiated at ACSSS and by individual teachers' unions. The failure of the Department of Education and Science to declare that this is a time for four-year training for all as we move towards a graduate profession, and of at least one important aspect which should be resolved without delay. The difficulty of running a fully degree standard course in three years while retaining a desirable emphasis on the professional and practical side of training has been apparent in the first round of BEI ordinary three-year degree programmes. What must be challenged in your leading article is the statement that the old system of teacher training colleges was increasingly incapable of responding to the new demands of the schools and the higher expectations of the students. The improvement of the relations between initial teacher training institutions and schools and students in the past 10 years has been dramatic. The gulf between teacher educators and teachers which existed in the 1950s and early 1960s has become, largely, an area where co-operation and shared work involving colleges, schools and teachers' centres has produced a vast amount of quite new and very much appreciated progress. A great deal of this progress may well be due to three main causes, the addition of a third year to

initial training in 1961, the teaching of the BEI in the middle 1960s and the very large number of recruits to teacher education in schools during that decade. I can well remember in 1963 the prophets of doom saying about the third year that it was just a bit more of the same old old and that they started their chorus before the first three-year trained teachers emerged from the colleges. Your leader writer may hope that we will brush aside the past as it had never existed, he may be right to think that this kind of illusion should happen, but it will not happen. A great deal of the work of the last decade in teacher education has been valuable and that is now to be used, not to be lost. Of course we need change and progress, and we need thinking and new experiments and of course the variety of environments in which teacher education takes place will encourage such things. But we must be aware that the work of some 20,000 people, together with the institute's range of contacts with local authorities, has been in the past 20 years just what we need in vain and much of what they have achieved will be lost if we are to lose the best of things in the next decade of stability. Perhaps we may start this new period of high promise with a good resolution. Teacher education today is not one of the most positive of activities and all of us who are in education, whether in schools, teacher education, or university in the public sector, should now all have a stake in the job and do it better than we have ever done. Let us build on the wisdom and hard work of the past where it is relevant and right so to do. Yours faithfully, F. C. A. CAMMAERTS, Principal, Rolls College, Exmouth, Devon.

different years have just completed it successfully. As an exercise in inter-departmental cooperation it was an undoubted success. The only modification we propose for next year is that the course will begin rather than end with the final component, since we feel that painting this probably offer a more immediate entry into the world of fifteenth and sixteenth century humanism than the written word. We should be interested in hearing from anyone else involved in this inter-disciplinary venture. Yours faithfully, FELICITY J. RIDDY, University of Stirling.

IUC and British Council

Sir,—We, at the IUC, continue to be baffled by your reporter David Walker's persistent misquotation of the main organizational recommendations of the report of Sir Michael Swann's working group on British Universities and Polytechnics and Overseas Development. In his report (THES, June 24) on the IUC chairman's recently published report for 1975-76, he writes: "The chairman's report says (paragraph 12) 'On organizational arrangements the [Swann Working] Group has recommended strongly against the absorption of existing IUC operations into the present structure of the British Council.' Mr Walker, apparently indicating the contents of the chairman's report says: 'The Swann Report had advocated the absorption of the IUC into the British Council.' Yours faithfully, R. C. GRIFFITHS, Director, Inter-University Council for Higher Education Overseas.

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Northern Renaissance

Sir,—Your account of Stirling University's new inter-disciplinary course in The Northern Renaissance (THES, June 3) was taken from an out-of-date source. The course began last February, not next, and in '72 students drawn from three

Why a Shetland rock will become Mouse Island

by Clive Cookson, science correspondent. Five hundred laboratory mice are starting a new life on an uninhabited island off the Shetlands this summer. They are all genetically identical, the results of crossing two highly inbred strains of house mouse (one black and one brown). Professor R. J. Berry, professor of genetics at the Royal Free Hospital Medical School, has been studying the mice populations of small islands for 20 years. He has investigated the distinctive races of mice living on Skokholm off the Welsh coast, on tropical islands in the Pacific, and on islands off Antarctica. But these are all established populations resulting from chance introductions by man. Out that the Bradford Metropolitan District is not perhaps the best island to study, the extremely rapid genetic changes that occur in the first few generations of isolation when environmental stresses are most intense. The island chosen is one of a grass and heather-covered group ranging in size from 20 to 300 acres, west of the mainland of Shetland. At present they are inhabited neither by humans nor by mice, and the environment has been chosen because it has few natural enemies to put the genetic pressure on but not sufficiently severe to kill off all the animals. Professor Berry released a hundred pairs of mice on a 16-acre



Three major research projects have been under way at the Centre for East Anglian Studies at the University of East Anglia during the last year. The Norwich survey, which has been the mainstay of the centre's activities, has managed to attract support from three sources: the university, the city (more than £3,000) and the Department of the Environment (£12,000). Under the direction of Mr Alan Carter, it involves conducting excavations in Norwich dealing with the late Saxon and sixteenth and seventeenth-century town and writing up results from earlier excavations. Five sites have been or are in the process of being excavated, producing important new evidence of the Middle Saxon (650-850 AD) town, the development of suburbs in the thirteenth century, and the topographical and social effects of a doubling of the population between 1520 and 1650. Unfortunately, the centre's annual report says, it has not managed to attract sufficient funds for research on standing buildings to match the research on the archaeological side. Without this money the researchers feel that the survey is incomplete. The second major project, the rural transport and accessibility project, is also financed by the Department of the Environment. It has been commissioned to examine the socio-economic effects of the variations in rural transport and service provision, and to advise on the relative merits of alternative policies which might improve the accessibility enjoyed by rural residents. During the year the team has produced four interim reports, setting out the results of research in Norfolk in general and in the North Walsham and Barford/Hingham areas in particular. Work has focused particularly on the nature of change in rural areas and residents' response to change, on the range of policy alternatives, the administrative and financial constraints which impede policy changes, and the methodological questions implied by devising and evaluating policies. But the report notes the problem of securing outside support for such projects. "Since the very few staff of the centre cannot be expected to rain contracts on a rolling basis, we have to find ways of encouraging relevant regional (especially interdisciplinary) research to look to the centre as an appropriate national headquarters."

Birmingham link-up means new boost for leisure planning

Birmingham University has always had a fair claim to be one of the most important national centres for research into housing, planning and local government. This claim will now be strengthened by the decision to run in tandem its Institute of Urban and Regional Studies and the Centre for Urban and Regional Studies. Earlier this year the centre moved to share a building with the Institute, together in a joint centre for research in urban and local government studies, and to carry out new work in housing, planning and leisure. The centre's expertise in detailed study of housing in cities, together with the institute's range of contacts with local authorities, make a formidable team. The move comes in the centre's tenth year of life. The anniversary has culminated staff to look back at the history of urban and regional studies in Birmingham, and the centre's annual report includes a brief account of its antecedents and a review of its work by the first director, Professor Barry Cullingworth. Lectures in town planning started at Birmingham just before the First World War under the auspices of the department of civil engineering, but it was from the university's active faculty that commerce and social science that the stimulus came for research into city life. An influential figure directing research into housing and planning in the West Midlands in the 1930s and 40s was Professor Philip Sargant, the well-known student of industrial location. One focus of interest among university social scientists in the 1950s was the building of new towns as a solution to the problems of housing and industry in Birmingham and the Black Country. In 1956 the Midlands New Town Society was founded, and from it grew a make-up of government, management and economic historian moving into housing and urban analysis. The unit published such works as Population Growth and Planning



with the few moderately large telescopes that have been available in the southern hemisphere. The telescope has two main uses. One is survey work for an atlas of the southern sky, which is being produced as a companion to the northern hemisphere survey by the Anglo-Palomar Observatory in the United States. The second is to provide photographs of particular objects of interest for individual astronomers, and so far plates have been taken for more than a 100 research programmes. A recent discovery is the "Seashell", a gigantic galaxy containing more gas than any other known—it contains a mass of hydrogen as great as all the stars, dust and gas together in our own Milky Way galaxy. An apparently insignificant smudge of light noticed on a photographic plate this spring turned out to be a very rare dwarf galaxy and one of the Milky Way's nearest neighbours in space. "Carina dwarf" is the first of its type to be discovered for 20 years, despite systematic searches by astronomers. The telescope has also discovered the new galaxy NGC 6128 Centaurus A (above), 12 million light years away, which has pronounced radio and X-ray emission.

East Anglia study of old Norwich

by Frances Gibb. Three major research projects have been under way at the Centre for East Anglian Studies at the University of East Anglia during the last year. The Norwich survey, which has been the mainstay of the centre's activities, has managed to attract support from three sources: the university, the city (more than £3,000) and the Department of the Environment (£12,000). Under the direction of Mr Alan Carter, it involves conducting excavations in Norwich dealing with the late Saxon and sixteenth and seventeenth-century town and writing up results from earlier excavations. Five sites have been or are in the process of being excavated, producing important new evidence of the Middle Saxon (650-850 AD) town, the development of suburbs in the thirteenth century, and the topographical and social effects of a doubling of the population between 1520 and 1650. Unfortunately, the centre's annual report says, it has not managed to attract sufficient funds for research on standing buildings to match the research on the archaeological side. Without this money the researchers feel that the survey is incomplete. The second major project, the rural transport and accessibility project, is also financed by the Department of the Environment. It has been commissioned to examine the socio-economic effects of the variations in rural transport and service provision, and to advise on the relative merits of alternative policies which might improve the accessibility enjoyed by rural residents. During the year the team has produced four interim reports, setting out the results of research in Norfolk in general and in the North Walsham and Barford/Hingham areas in particular. Work has focused particularly on the nature of change in rural areas and residents' response to change, on the range of policy alternatives, the administrative and financial constraints which impede policy changes, and the methodological questions implied by devising and evaluating policies. But the report notes the problem of securing outside support for such projects. "Since the very few staff of the centre cannot be expected to rain contracts on a rolling basis, we have to find ways of encouraging relevant regional (especially interdisciplinary) research to look to the centre as an appropriate national headquarters."

NOTICE BOARD

Can the copyright laws cope with the copy machine?

Francis Gibb looks at the Whitford committee proposals on the law of copyright

The Whitford Committee on the law of copyright and designs, which reported in March, is now collecting comments on its recommendations. They have wide-ranging implications for educational institutions in the use of printed works, audio-visual materials and computers, and raise questions about the role of libraries and publishers and the ownership of intellectual property. The stimulus for the committee, which met for the first time in February 1974, was the chaotic situation of the law of copyright in Great Britain. Since 1956, when the Copyright Act was passed, the surge of new printing technology, and in particular the ubiquitous photocopying machine, has made the law largely irrelevant.

Literary copyright, as opposed to the copyright with films and music, springs from the days when printing was invented, and meant the right to print from copy the original manuscript. Until then, copying had not been a problem, as with great ill-timeliness, it ensured two principles: the right of authors to receive some reward for their work, and the right of the public to benefit from what the author produced. It also saw an early form of piracy, a public nuisance, which was dealt with by the courts. The invention of the printing press, however, changed the situation. The copyright law was essentially concerned with preventing publishers from printing what had already been printed. This was a problem, not recently did the Soviet Union sign the Bern Convention on international copyright.

Mr Bernard Williams, director of the National Photographic Centre for Documentation at Hatfield Polytechnic, says that copyright law worked on a simple assumption, that both author and publisher, the two parties to the agreement, could be paid from the revenue arising from the sale of the printed copy. But when the introduction of the photocopyer broke the link between author and publisher has been broken. "The assumption is now completely invalid because we can copy. Before, the only way to multiply the printed word was by printing."

Libraries, as well as printers, are now places where works can be multiplied, he says, so that what is sold no longer reflects the use made of the information. The availability of the copying machine has raised the whole issue of what is fair copying. Mr Williams says that copyright law has become unworkable. "Fair copying" under the Act is one copy for private or research use, so long as it is not a substantial part of the work. Increased copying by academics and teachers makes perhaps 20 copies of an article for teaching purposes, and justified it as a result, publishers and librarians claim, the publishing profession is being undermined. Academics are no longer buying journals, the point is disputed by some libraries, and in particular the British Library, whose lending division is worried. Mr Williams says, a lot of librarians are ensuring that the Copyright Act was not abused, which the Whitford Committee seemed to suggest. That responsibility should rest with the person making the copy.

But there is no doubt, Mr Williams says, that copying is here to stay and the blanket licensing scheme seems to be the best way to cope with it. The advantages are: 7,500 copies could be produced at a cost of 98 pence; copies could be duplicated on a piece of microfiche paper worth 21 pence; and convenience. Inevitably the new scheme would affect printing and in the long run could even affect publishing. Publishers' Association, however, has produced evidence to show that there is a definite inverse relationship between the degree to which a library is automated and the number of subscriptions to its journals. It is an answer to the problems, the Whitford Committee has proposed what it calls a "blanket licensing scheme" under which



Both specialized and general circulation journals suffer under the present system.

Disabled, disadvantaged, but not disinclined

Sue Reid reports on the lack of educational facilities for the adult disabled

Education provision for physically handicapped adults in Britain is sorely lacking despite the high level of demand from potential students, a study published by the Disabled Living Foundation has revealed. It shows that of 266 physically handicapped people interviewed more than half were not even aware of the limited educational facilities existed and of those not attending 40 per cent wanted to enrol. The study strongly criticizes adult education departments for failing to publicize their classes in a way likely to reach disabled students and questions the role of social workers in directing the disabled to classes.

It was clear from the study that publicity for educational facilities is limited and unlikely to reach the disabled minority group. Local authorities tend to rely heavily on the local voluntary organizations, former students and press advertisements, it claims. Consequently the physically handicapped individuals most likely to know about adult education classes were those least isolated from the community and those who had enjoyed a formal education.

It would be naive to suggest that there is no longer a demand for special classes organized either by the education department or by social services departments, the report says. Twenty-four per cent of those interviewed who were not attending special classes, and 21 per cent of those going to a welfare centre wanted to join this type of class. The special class still served a purpose in providing for those disabled who did not wish to attend an ordinary adult education class. But the assumption that the disabled need not be offered any provision other than the special class was "highly questionable". There still appeared to be insufficient awareness of the problems of disabled people in adult education, and take steps to overcome them.

Local authorities should give "active encouragement" to allow the disabled to attend ordinary classes and principles and staff of adult education centres should be made more aware of the possibility of enrolling disabled students and try to aid their integration into adult education classes. The report adds: "Information on classes should be disseminated in places where disabled people are likely to be found and social workers should individually become actively involved in encouraging handicapped people to join classes." The handicapped school leaver must, it concludes, be fully informed of local opportunities in adult education. *Adult Education and the Physically Handicapped Person*, by Diane H. Mohr. Published by the Disabled Living Foundation, 346 Kensington High Street, London W14, E2.



Disabled adults visiting the Palace of Westminster: what are their educational opportunities?

Chairs

Professor John B. Owen, professor of animal production and health at Aberdeen University, has been appointed to the chair of agriculture at the University College of North Wales. Professor Owen succeeds Professor I. A. M. Lucas who has been appointed principal of Wye College in the University of London.

Professor J. W. Blake, professor of history, Professor Paul Christopherson, professor of English, and Professor V. G. J. Sheedick, professor of social anthropology and sociology, all of the New University of Ulster, have each been appointed professor emeritus on retirement.

Mr Philip Rhodes, director of the Regional Postgraduate Institute for Medicine and Dentistry, and professor of medicine and dentistry at Newcastle University, has been appointed to a personal chair in obstetrics and gynaecology. Dr Ronald Hadden, senior lecturer in the department of pharmacology and therapeutics, and director of the centre for medical education at Dundee University, has been appointed to a personal chair in medical education from October 1, 1977.

Dr John Lambert, reader in mathematics at Dundee University, has been appointed to a personal chair in numerical analysis within the department of mathematics, from October 1, 1977.

Appointments

Bath
Promotion to reader: Dr Bifolter, J. Baker (animal production); Dr J. A. Chaffin (mathematics); J. O. Lewis (mathematics); Dr P. H. Reiffers (pharmacology and therapeutics).

Dundee
Promotions to reader: Dr D. M. Ramsay (geology); Dr P. G. Wray (chemistry). Senior lecturer: K. C. Rankin (orthopaedic and traumatic surgery). Promotions to senior lecturer: Dr M. Brown and Dr J. A. Nowakowski (biological sciences); Dr J. S. Davison (physiology); Dr R. R. Brown (physiology); Dr D. J. Fry and Dr R. W. Dick (anatomy); Dr G. S. McKay (dentistry); Dr E. Ward (English). Demonstrator: Dr J. L. Campbell (anatomy). Research fellows: Dr P. Keast (mathematics); Dr C. G. Swift (pharmacology and therapeutics). Tutor: C. Blake (centre for medical education).

Liverpool
Senior lecturer: M. W. Firth (psychiatry). Lecturers: J. C. Aspin (French); A. M. Bowie (Greek); Dr R. E. Smith (statistics and genetics); B. M. Gibbs (building engineering). Temporary lecturer: K. G. Prasthara (medicine).

Open University programmes July 16 to July 22

Table with columns for dates (Saturday July 16, Sunday July 17, Monday July 18, Tuesday July 19, Wednesday July 20, Thursday July 21, Friday July 22) and program titles such as 'Complex analysis: The Calculus of Residues', 'Introduction to the history of chemistry', 'Methods of educational enquiry', 'The development of the scientific method', etc.

15.7.77

Honorary degrees

Essex
D(Phil): Mr W. J. P. M. Garnett, director of The Industrial Society; Sir Ernest Gombrich, former director of The Warburg Institute; Professor Hise Lohate, professor of linguistics, Ohio State University; Dr J. H. Wilkinson, individual merit chief scientific officer, National Physical Laboratory.

Hull
D(ScEcon): Professor William Baster, professor of accounting, London School of Economics, 1947-73. L.D.: Mr S. Roberts (a member of the council of the university and the University College since 1934. DD: The Most Reverend and Right

Ulster
Pro-vice-chancellor: Professor Anwar Mafudny. Deans: J. C. Lehine (school of social sciences); Dr R. G. (teacher school of humanities). Promotions to senior lecturer: Dr J. McMullan (physics); Dr C. Thomas (geography). Warwick
Promotions to senior lecturer: Dr R. G. Dyson (industrial and business studies). Lecturers: Miss L. E. M. Campbell (history of art); Mrs G. A. Cousin (theatre studies); Dr S. C. Duni (mathematics); Dr P. K. Sinha (engineering); Miss C. Urwin (psychology).

General
West Midlands Arts
Mr George Pratt, senior lecturer in music at the University of Keele, has been elected chairman of West Midlands Arts.
Crafts Advisory Committee
Mr Robert Godden has been appointed chairman of the Crafts Advisory Committee for a period of three years from December 1977. He will succeed Sir Duncan O'Connell, acting chairman since the death of Sir Paul Slitker earlier this year.

Noticeboard is compiled by Patricia Santinelli and Pauline Gamble

Table with columns for dates (Monday July 18, Tuesday July 19, Wednesday July 20, Thursday July 21, Friday July 22) and program titles such as 'History of architecture and urban design', 'Methods of educational enquiry', 'The development of the scientific method', etc.

North American news

Religion looks set for campus revival

From Thomas Cahill
NEW YORK
Religion is much more in evidence on college campuses than it was five or 10 years ago...

'Learn-to-write' scheme spreads to five states

From Ian Anderson
STANFORD
The Bay Area Writing Project, an experiment started four years ago with modest resources...

Tenure for black militant

In an unprecedented action the Chancellor of the University of California at Berkeley has overruled the recommendation of the sociology department and granted tenure to one of the university's most controversial figures...

Science research 'in decline'

from Angelo Steit
CAMBRIDGE, MASS.
A new study of the state of academic science in the United States points to "clear signs of decay" in scientific research...

Banks halt student loans

Despite Federal Government efforts to institute the flow of money to students, Washington residents who attend college cannot obtain low-cost loans because of previous defaults...

Pressure eases on Vincennes

Plans to remove the controversial University of Vincennes to a site to the east of the city have been carried out, according to Mme Alice Samier-Selb, Secretary of State for Higher Education...

College costs go up 4pc

The College Entrance Examination Board has published a survey showing that the average increase in college costs for the next academic year will be 4 per cent over last year...

Importance of scientific 'independence' stressed

from Guy Neave
PARIS
France must aim for greater self-reliance in key areas of scientific research, the Secretary of State for Scientific Affairs, M Jacques Sourdilhe, has said...

West Germany Warning of 'flood of lawyers'

by Günther Kloes
The Federal Republic will shortly be confronted by a 'flood of lawyers' if the law student numbers continue to increase...

South Africa Go-ahead for non-white colleges to open doors

from Louis Hotz
JOHANNESBURG
While more of South Africa's 'white' universities are opening their doors, with the Government's permission, to post-graduate and non-white students...

Government prepares to ban students from abroad

ROME
A decision by the Italian Government to ban any new foreign students from Italian universities for the next two academic years has aroused strong protests here and abroad...

France Importance of scientific 'independence' stressed

from Guy Neave
PARIS
France must aim for greater self-reliance in key areas of scientific research, the Secretary of State for Scientific Affairs, M Jacques Sourdilhe, has said...

Italy Government prepares to ban students from abroad

ROME
A decision by the Italian Government to ban any new foreign students from Italian universities for the next two academic years has aroused strong protests here and abroad...

Nine months after Thailand's military coup, the country's universities and students are still under strict surveillance

John Kirkaldy reports.
The numerous troops who march past the gates of Thammasat University in Bangkok symbolise the dramatic change in student activism in Thailand.
The new military regime, which seized power in October 1976, has made it very clear that they do not intend to tolerate any form of protest from the country's universities...



LETTERS TO THE EDITOR

German universities

Sir,—The extracts from the report of the International Council on the Future of the Universities (IFUE, June 24) deserve close attention, especially if the report is seen in the context of the developing debate in your own country and in broader academic circles about alleged "Marxist bias" in British education. The report contains in an explicit form judgments which until now have remained implicit in the views of British and American university reformers. These judgments become clearer as the report proceeds. We find that their initial, and unsupported, complaints about the incomprehensibility of academic research and the level of democracy in the administration of German universities.

Most of their criticisms are based on a now thoroughly discredited approach to established "objective" knowledge and the authoritarian anti-democratic trends so evident in views expressed by some of your correspondents. The authors of the report can only be thanked for expressing views and conclusions which their British counterparts have rarely had the courage and consistency to make public.

Yours sincerely,
ANDREW PEARMAIN,
Union education officer,
Manchester University.

Sir,—Inspired by the letter of our colleagues in Leeds (IFUE, June 11) we (members of the departments of German, English, language, sociology, physics, constitutional law, politics, nursing studies, economics, community medicine, careers advisory work and psychology) at the University of Edinburgh have formed a committee to monitor and publicise the reported erosion of civil rights and attack on academic freedom in the universities of the German Federal Republic.

Just as the University of Leeds proposes to "twist" with Frankfurt the English intelligentsia, the left in this country has decided to form similar links with the universities of Bremen and Giessen. We intend to publicise any development under the *Berufsverbot* which affects members of these universities and to give what support we can to the persons concerned.

We encourage our colleagues in other institutions of higher education to form similar links with German institutions. We owe it both to our German colleagues and to ourselves not to let the current developments in the Federal Republic pass unopposed.

Yours faithfully,
PAUL SALMON
KARIN MCPHERSON
VIVIAN SALMON
DONALD MCKENZIE
PETER HIGGS
JOHN HOLEWORTH
JOHN HOLEWORTH
ANNIE ALTSCHUL
PETER VANDOME
DONALD CAMERON
SUSAN ZAHN-JENDRIM
TOM PITCAIRN,
Edinburgh University.

Ideal of clerisy
Sir,—One of the difficulties of having an article reduced by half is that some things inevitably get left out. Mr Nimmo is of course quite right in his contention that both the attitudes he describes in his article (IFUE, July 8) go back far into the nineteenth century, and are summed up in Patison's *Middlemarch* (1852, June 17) made this very point—over quoted the 1810 reply to the columns of the *Edinburgh Review* by Colpestone to which he refers.

I hope it is the result of this which makes him believe that I was calling for a return to the ideal of a secular clerisy. I was not. I argue that Colpestone's ideal was the better secular in Patison's sense, but existed "under judgement". Such a complex religious dialectic is, I believe, no longer possible for us today (the option had probably gone by Patison's time) and attempts to revive it are usually the cause of a confused and self-defeating idealism, which I am totally opposed. My point was summed up in one of the deleted concluding paragraphs of my original paper.

I suspect that Mr Nimmo and I are in agreement here. The important thing, however, is to break out from the sterile simplicity of those both inside and outside the Department of Education and debate largely in administrative terms. We have been there before. It is time now we started to think about the real moral and social complexities of a mass higher education system.

Yours faithfully,
STEPHEN PRICKETT,
School of English and American Studies.

Part-time law degrees

Sir,—I am afraid that Mr Graham Zellick (IFUE, July 1) has got it wrong. Or at least the element of *stipendium* was not suggested. It is likely substantially to mislead any uninitiated reader. Mr Zellick seems to lose touch with the facts when he says: "Only the odd polytechnic law department still offers a part-time evening course leading to the external law degree." Now that may well be true. But the error lies in the implied suggestion that the only conceivable way of educating part-time law students is to teach for the external L.L.B. Not so. The fact is that here in England a way of doing it well and well-subsidised, internal part-time Council for National Academic Awards law degree.

Mr Zellick elsewhere mentions the CNAA. But surely he must realize that just as internal CNAA degrees long ago superseded *tabulae* London degrees for *tabulae* students so they have in some degree superseded the very *tabulae* of which he must be aware. We are indeed catering for his 3-year-old export manager who was once to read law. And we do so in a class of 18-year-olds.

Nor do we expose them to the manifold deficiencies of the old system of studying for an external degree. We have a law department of which the evening student makes up as significant a part as the daytime student. So the caveat about a possible Open University law degree does not apply; we do not only have a law library, but a range of activities, such as law departments organized by our law club make available to our part-time students all the advantages of a traditional legal education. I shall be posting to Mr Zellick a copy of our brochure. I am sure he will find it very interesting.

Yours faithfully,
PETER BENNETT,
School of business and social studies,
Edwin Technical College.

Lost teaching talent

Sir,—Your recent leader (IFUE, July 1) rightly emphasized the need to restore stability to the teacher training system, and to identify and exploit the opportunities.

I share your sense of urgency but I would not wish to pass over the problems left behind quite so quickly. The field is not littered with the corpses of the unfit but with the talents which overcame the vagaries of previous manpower planning. Few of my colleagues will find that the compensating regulations of JOHN HOLEWORTH are a realistic alternative to employment and a safeguarded safety only has meaning in alternative employment in the teaching service.

The training system must be improved but manpower planning has not finished.

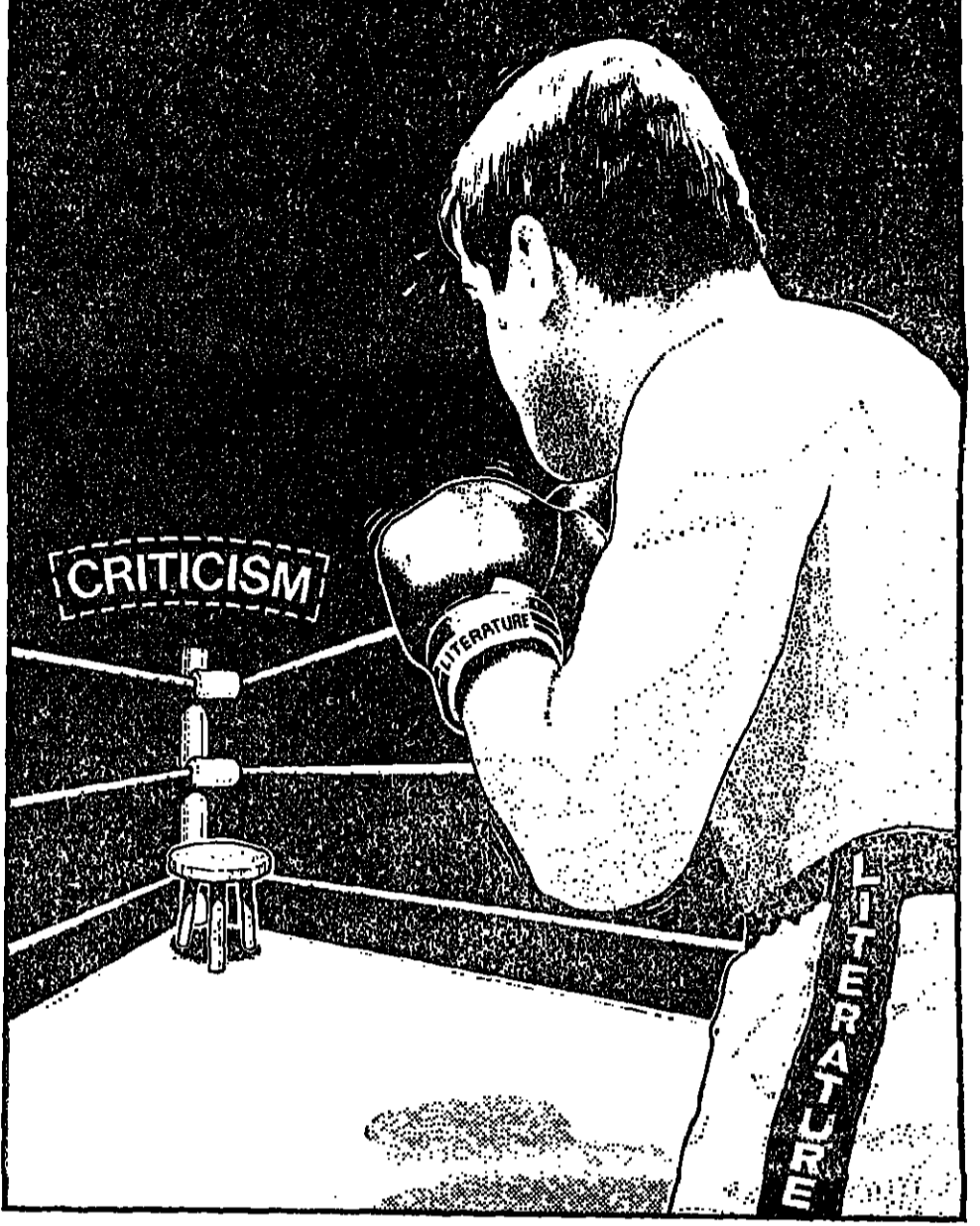
Yours faithfully,
D. R. SHADBOLT,
Principal,
Northumberland College of Higher Education.

Chairman yet of UGC

Sir,—To avoid the unnecessary arousal of either elation or despair in the minds of those who read Mr Duckenfield's article (IFUE, July 8) may I be allowed to state that to the best of my knowledge the news of my recent retirement is greatly exaggerated.

I remain, Sir, your obedient servant
FREDERICK DAINTON,
University Grants Committee,
14 Park Crescent,
London W1.

The case of the missing avant-garde



Patrick Parrinder argues that in contrast to the situation in America, literary criticism in Britain at present suffers from the lack of a sufficiently militant avant-garde

named some young poets on whom the future rested. In his later work there are no more young poets, so that he is left fighting a major ideological battle with the "practical criticism" of established texts as his only real ideological weapon. To adapt what one of the reviewers of *Beginnings* has said, the avant-garde critic could now propose to begin again where Dr Lewis began.

The development of criticism since Lewis's time has been one of remorseless intellectualization. Today's fashionable critics often give the impression of regarding themselves as more sophisticated and conceptually adult than the poets and novelists they are discussing. To a large extent this may be attributed to the consolidation of "Criticism, Inc."—of criticism as a profession.

But in America we can now see the emergence of a new kind of critical avant-garde, which as yet has no parallel in Britain. The new avant-garde critic behaves himself to be engaged in a primary literary activity, which no longer yields precedence to the "creative" modes of poetry and fiction.

is what matters in poetry, and to be strict the poet must cross a "demonic threshold" beyond the conventions of humanist culture. The strong poet reflects and willfully misreads the literary tradition, going through the avant-garde stance of nihilism, anarchy, nihilism and nihilism through bloom does not use these terms).

At the same time—and this double bind is central to his theory—the poet can do no more than revise or rewrite his predecessor's work, so that his new poem will eventually become reconciled to its model and bear witness to the continuity of the tradition.

The new poet's effort of rebellion and misreading was necessary simply as a demonstration of strength and a proof of his independent stance—a kind of pre-determined adolescent rite. Since cultural "originality" is based on a process of unconscious repetition, it is eminently suited to humanistic study. At this point Bloom drops his air of expounding the sacred mysteries, and becomes an eloquent apologist for the values of the academy.

Beginnings, as its title implies, may be read as a critique of Bloom and a repudiation of the burden of anxiety that cultural tradition entails. Said's attempt is to recapture the modern writer's aim in beginning his work and to affirm the validity of creative intentions.

Modernism involves "radical discontinuity" with the existing and dominant tradition; linear relationships modelled on the family are replaced by a process of deliberate, artificial fictive construction. We are left not with the Bloomian succession handed down from poet to poet but with a multitude of adjacent but discontinuous and "de-centred" modern texts.

What we have here, then, are two alternative "masses of misreading": two modes of critical rhetoric which confront one another in stark opposition. Said, significantly, is as brilliant a critic of a relatively orthodox fiction as Bloom is of avant-garde poets. Both writers use an abstractly mediative style—Said's approximating to rationalist explication, Bloom's to Kabbalistic recitation—on a cover for a good deal of preaching. Both decline to count on me, on a source of intellectual radicalism, and both seem to have passed this country by (though it is evident enough in France). We might call it the madness—or the genius—of the nineteen-sixties.

And what of their impact in England? The Anxiety of Influence was reconsidered over here, while *Beginnings*, which has been reviewed in all the American quarters, has yet to find an English publisher. Books like these are no doubt too harsh or too crazy in a culture where the preferred "serious" critical stance is more like that of Hugh Kenner. Terry Eagleton is on record as describing the British Marxist aesthetic as a "rotated house guest of Europe"; "painfully conscious of his inadaptability". To write this is to accept the rule of an epigone, and to decline the posture of avant-garde consciousness. A vanguard never apologises.

The new American critics, it is true, are a small clique (most of them are at Yale) surrounded by what Said calls "a kind of clubby horchowood grandeur". The issue of *Diacritics* from which I have quoted consisted of a 17-page interview with Said, four separate reviews of *Beginnings*, a review of a book by one of the reviewers and an essay on Stevens by Harold Bloom.

The author is lecturer in English at Reading University.

Limitations of the survey method

Fertility Control and the Medical Profession... by Jean Aitken-Swan...

The subject of children is one of intense personal importance to most people at some point in their lives...

Conventional wisdom says that there is more "thinking about children" more deliberate decision-making than there was fifty or a hundred years ago...

These three books offer three different but complementary perspectives on the question of the perceived meaning of parenthood and the relationship between this and reproductive outcomes...

Jean Aitken-Swan's Fertility Control and the Medical Profession looks particularly at the role of doctors in deciding individual reproductive outcome...

We cannot hail this as a dramatically new phenomenon (nor, alternatively, as a drab variant of conventional practice) until we know more about why it is happening...



Would you be careful if it was you? Margaret Paddon

An effective plea for fertility control

Thus it is likely that more people would be able to obtain sterilisation if they did not first have to protest their request through a GP...

Moralising attitudes on the part of the GP ("once a baby is conceived, to me it's a baby")...

Sally Macintyre's Single and Pregnant is, like Jean Aitken-Swan's study, a product of the Aberdeen Institute of Medical Sociology...

Macintyre's approach to the study of pregnancy in single women is one of which the authors of the other two books are very much aware...

rise in the birthrate. A whole catalogue of disasters beset the project, not the least of which was increasing disagreement between Geoffrey Hawthorn and Joan Busfield as to how research on fertility should be conducted...

Such a detailed history of the progress of a research project is rare and ought to be compulsory reading for all those embarking on similar ones...

With a sample size of 290 they faced the task of quantitative analysis, but found that this could not do justice to the richness of the interview material...

Since they came to reject the survey method as being based on an "oversimple" view of social phenomena and appropriate only to the collection of a narrow range of "factual" data...

Busfield and Paddon do not present any overall explanatory model to account for post-1956 changes in the birthrate...

Like Aitken-Swan, Macintyre uncovers patronising attitudes on the part of GPs who were concerned with the doctor's own view of what size families "ought" to be...

Macintyre's approach to the study of pregnancy in single women is one of which the authors of the other two books are very much aware...

Both the Aberdeen books are, of course, useful fuel for the attempt to "liberalise" the medical profession, and perhaps that is where we should expect enlightenment to occur...

Timely words

Karl Kraus and the South Sea... by Thomas Szasz...

"Because I write about the events", said Karl Kraus, readers believe that I write the day. I must wait until the events are out of date...

As moralist, critic, lampooner and social observer, poet and philosopher Kraus commented on aspects of human society...

The first part of Dr Szasz's sketches an account of Kraus's career, and his place in the cultural life of the Vienna era...

Kraus's most far-reaching claim, however, was made in his contemporary, Sigmund Freud's newly-introduced beginnings to attract attention...

As might be expected the single chapter on seismic methods is the longest and is the best feature of the book, being up to date and full of practical detail...

The chapters on gravity and magnetic methods are rather traditional and in some respects are a little disappointing. In terms of basic theory and field methods, the coverage is quite adequate...

Similar criticism can be levelled at the chapter on magnetic methods. Here computer methods are completely ignored...

Overall the text has many excellent features ranging from the inclusion of contents page to the inclusion of adequate without being pedantic interest in either geophysical applications or the physical principles it is read...

Hard rock

Applied Geophysics... by W. M. Telford, L. P. Geldart, R. E. Sheriff and A. Keys...

For many years teachers of applied geophysics in this country complained of the lack of up-to-date and comprehensive textbooks on their subject...

In over 800 pages the full breadth of applied geophysics is covered: gravity, magnetics, seismicology, electrical and electromagnetic methods, radioactivity and geophysical well logging...

As might be expected the single chapter on seismic methods is the longest and is the best feature of the book, being up to date and full of practical detail...

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Remote sensing

Introduction to Environmental Remote Sensing... by Joseph Lantz Jr and David S. Simonett...

As Barrett and Curtis note, no textbook has yet emerged with the broadening of air-photo interpretation into remote sensing...

Good examples of the limitations of this book are its sections on radar and programming—in each case you feel you almost understand what it is all about...

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Space, pattern, process

An Introduction to Social Geography... by Eneasz Jones and John Ryles...

The authors are surely right to say in their foreword that "there are very few books available which introduce social geography at a simple level, and students are left茫然 at the bewildering number of articles and detailed studies, none of which sit at a broad and general level"

But what is social geography, the authors ask. Given the rapid development of theory it is not surprising that their answer is unclear...

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John 15.7.77

BOOKS

The Jewish banker and Bismarck

Gold and Iron. Bismarck, Bleichröder and the Building of the German Empire by Fritz Stern

This is a book about Germans and Jews, about power and money, and a superb piece of work it is too.

For about 40 years Bleichröder looked after the Chancellor's own finances, acted as financial utility man in all manner of ways.

Factory failure

Antonio Gramsci and the Revolution that Failed by Martin Clark

The output of Italian literature on Antonio Gramsci is now enormous, and in recent years several biographical studies have appeared in English.

For Gramsci the factory council was the essential instrument for preparing the revolution in the model of the socialist state.

Reviewers

D. W. Rebbington is lecturer in history at the University of Stirling; J. W. Burton is reader in international relations at University College, London;

adventures when necessary. But at the suggestion that there were links between Bismarck's politics and his personal fortune...

From his own point of view Gerson Bleichröder was immensely successful. When he died his annual income was in the region of \$5m at present day values.

pushed the drive for colonies in their own financial interests. The idea is an insult to their financial intelligence...

All this and much more directs entirely new light on to major themes of European history and politics since the 1870s.

then the Romanians should see to it that they paid their creditors first. And after all they had gone through together...

It is not, then, a pleasant story. Anti-Semitism runs right through it. Stern bitterly points out that just as at the birth of the new Empire...

He helped to shape the new Germany but his peculiar combination of success and humiliation was symptomatic of the insecurity of the entire society.

S. B. Saul

Commitment to history

"Systems of States" by Martin Wight edited by Hedley Bull

Martin Wight died in 1972. His name will not be known to the majority of students in the field of international relations.

He belonged to a small group of academics in England which met to discuss theory of international politics, and this volume has been edited by a member of that group.

When Wight was committed to history, and not to international relations, he saw the study of the present as an impoverishment of the past.

ish literature at Birkbeck College London; Ann Oakley is research officer at Bedford College London and author of Housewife and The Sociology of Housework;

Soviet study

Foundations of a Planned Economy 1926-1929, volume 3 in two parts by E. H. Carr

These two volumes form the last of the last, and teach us of the Soviet Union's monumental years of the 1920s, covering the years of the Soviet economic revolution.

In the second part the subject is the relations of the Communist Party of the Soviet Union to the Great Power states.

There are three main themes in this period. One is the rise of Communist parties to social trade unions and to socialist parties.

What comes through is classification of states—state systems are open or closed, primary or secondary.

Dealing with international legitimacy, Wight justifiably draws attention to the absence of any clear notion either in international law or in diplomatic theory.

From this position after the Second World War, the Communist Party advanced further the orders of a democratic Minister of Finance.

High Seton-Watson

Appointments vacant

Universities Fellowships & Studentships Polytechnics Technical Colleges Colleges and Institutes of Technology Colleges of Education Colleges of Further Education

AUSTRALIA logo and text for Australian National University

LECTURER IN LAW Faculty of Law The Law School provides instruction for the degree of Bachelor of Laws (LL.B.)

LECTURER IN ITALIAN Faculty of Arts The appointment will be in the Department of Italian Studies

LECTURER IN ENGLISH LANGUAGE AND LITERATURE (JAPAN) Osaka University MA or PhD in English Studies

UNIVERSITY OF BRITISH COLUMBIA

Colleges and Institutes of Higher Education

Colleges and Departments of Art Research Posts Administration Overseas Adult Education Librarians General Vacancies

LECTURER IN SOUTHEAST ASIAN STUDIES (Ref. 850433) School of Human Communication (Dept. of M. H. Studies)

LECTURER IN POLITICAL SCIENCE Faculty of Social Sciences The appointment will be in the Department of Political Science

LECTURER IN ENGLISH LANGUAGE AND LITERATURE (JAPAN) Osaka University MA or PhD in English Studies

LECTURER IN ENGLISH LANGUAGE AND LITERATURE (JAPAN) Osaka University MA or PhD in English Studies

UNIVERSITY OF BRITISH COLUMBIA

Appointments wanted

Other classifications Awards Announcements Exhibitions Personal Courses Holidays and Accommodation

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY Applications are invited from suitably qualified candidates to fill the following chairs:

PROFESSOR OF MATHEMATICS The main function of the Department of Mathematics is the provision of preliminary and on-going courses in the Faculty of Engineering, Mechanical, Civil and Electrical—Surveying, and in the Faculties of Business Administration, Architecture and Building, and Natural Resources—Chemical, Technology, Forestry and Fisheries.

THE UNIVERSITY OF LEEDS SCHOOL OF HISTORY Applications are invited for the following posts in the School tentable from October 1, 1977, or as soon as possible thereafter:

UNIVERSITY OF WOLVESTON DEPARTMENT OF ENGLISH TEMPORARY LECTURER English Literature

UNIVERSITY OF OXFORD CORROSION RESEARCH Applications are invited for a University Research Post in the general field of corrosion protection, oxidation, with responsibility for developing and maintaining research facilities and activities in this area.

Handwritten note: 10/11/77

Universities

NORTH DRISBANE COLLEGE OF ADVANCED EDUCATION

The position will become vacant in July 1978 on the retirement of the College's present Director. North Brisbane College of Advanced Education is an autonomous multi-purpose institution offering courses at undergraduate and postgraduate level in business studies and education, and undergraduate courses in liberal arts, welfare and recreation. In 1978 a total enrolment of some 15,000 students is anticipated, with reasonably rapid growth to twice that figure. The College has campuses at Kedron Park and Garsfield in Brisbane's northern suburbs. The Director is the College's academic leader and its chief administrative executive. The position demands a high degree of accomplishment and competence in both of those areas. Post-graduate qualifications and successful teaching experience in an appropriate field, together with administrative experience at a senior level are prerequisites. The position attracts a salary of \$430,380 and normal non-salary benefits. Enquiries about the position and the College should be addressed to the Registrar of the College from whom application forms are available.

Registrar, North Brisbane College of Advanced Education, P.O. Box 117, Kedron, 4031 Qld Australia. Applications close on 14 October 1977.

University of South Africa (Pretoria)

Head of Department of Russian

The University is looking for a highly qualified and experienced person to replace the retiring present Head of the Department of Russian. Russian is another language would be a strong recommendation.

An interesting position, salary commensurate with qualifications and experience.

For further information please write to: The Head, Department of Russian, University of South Africa, P.O. Box 392, PRETORIA 0001, SOUTH AFRICA.

ADDIS ABABA UNIVERSITY English Language Unit

Applications are invited for the following posts: 7. Instructors in English Language to participate in Science English teaching throughout the university. (Qualification: first degree in English or graduate degree or diploma in TEFL plus relevant teaching experience. Applicants may teach on materials presented in a separate course.)

Salary: in the range \$1,500-15,000 per annum (tax free) (basic) approx. £1 sterling. Housing allowance, return air fare, travel expenses, etc. 2 year contract. Reply by airmail with curriculum vitae and references to: Registrar, Addis Ababa University, P.O. Box 1176, Addis Ababa, Ethiopia by July 31, 1977.

UNIVERSITY OF THE WEST INDIES TRINIDAD LECTURER/ASSISTANT LECTURER IN ZOOLOGY

Applications are invited for the following posts: 1. LECTURER IN ZOOLOGY: The Department of Zoology is seeking a Lecturer in Zoology to teach in the Department of Zoology. The position is available in the Department of Zoology, University of the West Indies, St. Augustine, Trinidad. The successful candidate will be expected to teach in the Department of Zoology, University of the West Indies, St. Augustine, Trinidad. The successful candidate will be expected to teach in the Department of Zoology, University of the West Indies, St. Augustine, Trinidad. The successful candidate will be expected to teach in the Department of Zoology, University of the West Indies, St. Augustine, Trinidad.

THE UNIVERSITY OF LEEDS SCHOOL OF EDUCATION CENTRE FOR STUDIES IN SCIENCE EDUCATION

Assessment of pupils' scientific development. Applications are invited for posts in a team, under the direction of Professor D. Lenton and based on the Centre for Studies in Science Education, which will be established in the School of Education, University of Leeds. The project is a part of the programme of the Assessment of Performance Unit. One post will be largely concerned with sampling policy, data handling and analysis. The other post will be largely concerned with the development of a wide range of assessment techniques. Salary will be on an appropriate scale within the range £23,355 to £28,855. Applications should be sent to the Secretary, University of Leeds, School of Education, Leeds LS2 9JT. Applications should be sent to the Secretary, University of Leeds, School of Education, Leeds LS2 9JT. Applications should be sent to the Secretary, University of Leeds, School of Education, Leeds LS2 9JT.

THE UNIVERSITY OF PAPUA NEW GUINEA

1. LECTURER GRADE 2/ SENIOR LECTURER IN EDUCATION (METHODS OF TEACHING SCIENCE) The Department of Education requires a Lecturer Grade 2/ Senior Lecturer in Education (Methods of Teaching Science) to teach in the Department of Education, University of Papua New Guinea. The successful candidate will be expected to teach in the Department of Education, University of Papua New Guinea. The successful candidate will be expected to teach in the Department of Education, University of Papua New Guinea. The successful candidate will be expected to teach in the Department of Education, University of Papua New Guinea.

2. LECTURER GRADE 2/ SENIOR LECTURER IN EDUCATION (CURRICULUM) The Department of Education requires a Lecturer Grade 2/ Senior Lecturer in Education (Curriculum) to teach in the Department of Education, University of Papua New Guinea. The successful candidate will be expected to teach in the Department of Education, University of Papua New Guinea. The successful candidate will be expected to teach in the Department of Education, University of Papua New Guinea.

KENYA UNIVERSITY COLLEGE - KENYA

1. PROFESSOR IN DEPARTMENT OF PHYSICS: Applications are invited for the post of Professor in the Department of Physics. The successful candidate will be expected to teach in the Department of Physics, Kenya University College, Kenya. The successful candidate will be expected to teach in the Department of Physics, Kenya University College, Kenya. The successful candidate will be expected to teach in the Department of Physics, Kenya University College, Kenya.

2. PROFESSOR/READER/ SENIOR LECTURER IN SOCIOLOGY: Applications are invited for the post of Professor/Reader/Senior Lecturer in Sociology. The successful candidate will be expected to teach in the Department of Sociology, Kenya University College, Kenya. The successful candidate will be expected to teach in the Department of Sociology, Kenya University College, Kenya. The successful candidate will be expected to teach in the Department of Sociology, Kenya University College, Kenya.

3. SENIOR LECTURER/ LECTURER IN PRINT JOURNALISM: Applications are invited for the post of Senior Lecturer/Lecturer in Print Journalism. The successful candidate will be expected to teach in the Department of Print Journalism, Kenya University College, Kenya. The successful candidate will be expected to teach in the Department of Print Journalism, Kenya University College, Kenya. The successful candidate will be expected to teach in the Department of Print Journalism, Kenya University College, Kenya.

4. RESEARCH FELLOW IN THE SCIENCE EDUCATION CENTRE: Applications are invited for the post of Research Fellow in the Science Education Centre. The successful candidate will be expected to conduct research in the Science Education Centre, Kenya University College, Kenya. The successful candidate will be expected to conduct research in the Science Education Centre, Kenya University College, Kenya. The successful candidate will be expected to conduct research in the Science Education Centre, Kenya University College, Kenya.

UNIVERSITY OF THE WEST INDIES JAMAICA

1. LECTURER/ASSISTANT LECTURER IN AFRICAN HISTORY: Applications are invited for the post of Lecturer/Assistant Lecturer in African History. The successful candidate will be expected to teach in the Department of African History, University of the West Indies, Jamaica. The successful candidate will be expected to teach in the Department of African History, University of the West Indies, Jamaica. The successful candidate will be expected to teach in the Department of African History, University of the West Indies, Jamaica.

2. PROFESSOR/READER/ SENIOR LECTURER IN SOCIOLOGY: Applications are invited for the post of Professor/Reader/Senior Lecturer in Sociology. The successful candidate will be expected to teach in the Department of Sociology, University of the West Indies, Jamaica. The successful candidate will be expected to teach in the Department of Sociology, University of the West Indies, Jamaica. The successful candidate will be expected to teach in the Department of Sociology, University of the West Indies, Jamaica.

3. SENIOR LECTURER/ LECTURER IN PRINT JOURNALISM: Applications are invited for the post of Senior Lecturer/Lecturer in Print Journalism. The successful candidate will be expected to teach in the Department of Print Journalism, University of the West Indies, Jamaica. The successful candidate will be expected to teach in the Department of Print Journalism, University of the West Indies, Jamaica. The successful candidate will be expected to teach in the Department of Print Journalism, University of the West Indies, Jamaica.

4. RESEARCH FELLOW IN THE SCIENCE EDUCATION CENTRE: Applications are invited for the post of Research Fellow in the Science Education Centre. The successful candidate will be expected to conduct research in the Science Education Centre, University of the West Indies, Jamaica. The successful candidate will be expected to conduct research in the Science Education Centre, University of the West Indies, Jamaica. The successful candidate will be expected to conduct research in the Science Education Centre, University of the West Indies, Jamaica.

THE UNIVERSITY OF THE SOUTH PACIFIC FIJI

SENIOR LECTURER IN CHEMISTRY: Applications are invited for the post of Senior Lecturer in Chemistry. The successful candidate will be expected to teach in the Department of Chemistry, University of the South Pacific, Fiji. The successful candidate will be expected to teach in the Department of Chemistry, University of the South Pacific, Fiji. The successful candidate will be expected to teach in the Department of Chemistry, University of the South Pacific, Fiji.

SENIOR LECTURER IN CHEMISTRY: Applications are invited for the post of Senior Lecturer in Chemistry. The successful candidate will be expected to teach in the Department of Chemistry, University of the South Pacific, Fiji. The successful candidate will be expected to teach in the Department of Chemistry, University of the South Pacific, Fiji. The successful candidate will be expected to teach in the Department of Chemistry, University of the South Pacific, Fiji.

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THE TIMES HIGHER EDUCATION SUPPLEMENT 15.7.77

Universities continued

LEEDS THE UNIVERSITY DEPARTMENT OF PHYSICS: Applications are invited for the post of Lecturer in Physics. The successful candidate will be expected to teach in the Department of Physics, University of Leeds. The successful candidate will be expected to teach in the Department of Physics, University of Leeds. The successful candidate will be expected to teach in the Department of Physics, University of Leeds.

LEICESTER THE UNIVERSITY DEPARTMENT OF SOCIOLOGY: Applications are invited for the post of Lecturer in Sociology. The successful candidate will be expected to teach in the Department of Sociology, University of Leicester. The successful candidate will be expected to teach in the Department of Sociology, University of Leicester. The successful candidate will be expected to teach in the Department of Sociology, University of Leicester.

LANCASTER THE UNIVERSITY DEPARTMENT OF SOCIOLOGY: Applications are invited for the post of Lecturer in Sociology. The successful candidate will be expected to teach in the Department of Sociology, University of Lancaster. The successful candidate will be expected to teach in the Department of Sociology, University of Lancaster. The successful candidate will be expected to teach in the Department of Sociology, University of Lancaster.

LONDON KING'S COLLEGE: Applications are invited for the post of Lecturer in History. The successful candidate will be expected to teach in the Department of History, King's College, London. The successful candidate will be expected to teach in the Department of History, King's College, London. The successful candidate will be expected to teach in the Department of History, King's College, London.

LEEDS THE UNIVERSITY DEPARTMENT OF CHEMISTRY: Applications are invited for the post of Lecturer in Chemistry. The successful candidate will be expected to teach in the Department of Chemistry, University of Leeds. The successful candidate will be expected to teach in the Department of Chemistry, University of Leeds. The successful candidate will be expected to teach in the Department of Chemistry, University of Leeds.

LEEDS THE UNIVERSITY DEPARTMENT OF CHEMISTRY: Applications are invited for the post of Lecturer in Chemistry. The successful candidate will be expected to teach in the Department of Chemistry, University of Leeds. The successful candidate will be expected to teach in the Department of Chemistry, University of Leeds. The successful candidate will be expected to teach in the Department of Chemistry, University of Leeds.

LONDON THE UNIVERSITY OF LONDON: Applications are invited for the post of Lecturer in History. The successful candidate will be expected to teach in the Department of History, University of London. The successful candidate will be expected to teach in the Department of History, University of London. The successful candidate will be expected to teach in the Department of History, University of London.

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NEW ZEALAND

THE UNIVERSITY OF AUCKLAND: Applications are invited for the post of Lecturer in Education. The successful candidate will be expected to teach in the Department of Education, University of Auckland. The successful candidate will be expected to teach in the Department of Education, University of Auckland. The successful candidate will be expected to teach in the Department of Education, University of Auckland.

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SRI LANKA

THE UNIVERSITY OF PERAMPALAR: Applications are invited for the post of Lecturer in Education. The successful candidate will be expected to teach in the Department of Education, University of Perampalalar. The successful candidate will be expected to teach in the Department of Education, University of Perampalalar. The successful candidate will be expected to teach in the Department of Education, University of Perampalalar.

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University of Wales

RESEARCH STUDENTSHIP ASSESSING COMMUNICATION SKILLS

Applications are invited from graduates in ENGLISH, LINGUISTICS, PSYCHOLOGY, EDUCATION, or other appropriate subjects for the CEI Research Studentship, tenable for one year in the Communication Studies Unit of the Department of English. Value £1,500 plus fees. The successful candidate, who will be expected to register for a higher degree of the University of Wales, will be required to investigate ways of assessing communication skills within the framework of the CEI examination The Engineering Society. Further details and application forms (returnable as soon as possible) from Academic Registrar, UWIST, Cardiff CF1 3NU.

BRADFORD THE UNIVERSITY A Ph.D. PROGRAMME FOR ELECTRICAL AND ELECTRONIC ENGINEERING: Applications are invited for the post of Ph.D. student in the Department of Electrical and Electronic Engineering. The successful candidate will be expected to conduct research in the Department of Electrical and Electronic Engineering, University of Bradford. The successful candidate will be expected to conduct research in the Department of Electrical and Electronic Engineering, University of Bradford. The successful candidate will be expected to conduct research in the Department of Electrical and Electronic Engineering, University of Bradford.

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Fellowships and Studentships

CITY OF BIRMINGHAM POLYTECHNIC

Departments of Mechanical & Production Engineering & Electrical Engineering

RESEARCH STUDENTSHIP

Applications are invited from suitably qualified graduates in mechanical, production or electrical engineering for an S.R.C. Research Studentship. The Studentship is available from 1st October, 1977 and, in normal circumstances, will be tenable for three years. The successful applicant will be required to carry out research on either the development of low cost control systems for machine tools using microprocessors, or the development of programmable sequence controllers using microprocessors. The student will join an inter-departmental group working in these fields.

Applications, including a curriculum vitae and the names and addresses of two referees, should be sent as soon as possible to the Secretary of the Department of Mechanical and Production Engineering, City of Birmingham Polytechnic, Pkerry Bar, Birmingham B15 2ST. Informal discussions by telephone may be made, if required, by contacting Mr. A. Manser, Dr. F. Arlow or Dr. T. Hosper. Tel: 051 368 8911.

UNIVERSITY OF NOTTINGHAM

Department of Agriculture and Horticulture

Applications are invited for a Research Studentship in the Department of Agriculture and Horticulture. The successful candidate will be expected to conduct research in the Department of Agriculture and Horticulture, University of Nottingham. The successful candidate will be expected to conduct research in the Department of Agriculture and Horticulture, University of Nottingham. The successful candidate will be expected to conduct research in the Department of Agriculture and Horticulture, University of Nottingham.

Applications should be sent to the Secretary, University of Nottingham, Department of Agriculture and Horticulture, Loughborough, Leicestershire LE12 5RD, before 15th August 1977. Applications should be sent to the Secretary, University of Nottingham, Department of Agriculture and Horticulture, Loughborough, Leicestershire LE12 5RD, before 15th August 1977. Applications should be sent to the Secretary, University of Nottingham, Department of Agriculture and Horticulture, Loughborough, Leicestershire LE12 5RD, before 15th August 1977.

Jobs 150

Fellowships and Studentships continued

EMMANUEL COLLEGE FELLOWSHIP IN ENGLISH
The College invites applications for a College Lectureship and Fellowship in English, to be held from 1st January 1978...

EXETER THE UNIVERSITY OF EXETER
The University of Exeter is seeking applications for a Lectureship in the Department of Applied Mathematics...

OXFORD THE UNIVERSITY OF OXFORD
The University of Oxford is seeking applications for a Lectureship in the Department of Applied Mathematics...

Polytechnics

THE POLYTECHNIC HUDDERSFIELD
Department of Accounting and Professional Studies
LECTURERS II OR SENIOR LECTURERS IN ACCOUNTING ACA/149

School of Architecture
LECTURER II OR SENIOR LECTURER IN ARCHITECTURE ACA/150
Applications are invited from well-qualified architects for a teaching post in the School of Architecture...

WOLVERHAMPTON THE POLYTECHNIC
Department of Business Studies
LECTURER II OR SENIOR LECTURER IN BUSINESS STUDIES ACA/152

Polytechnics continued

LIVERPOOL POLYTECHNIC
Applications are invited for the following posts in the Departments of Law and English Legal Studies...

TOWN AND COUNTRY PLANNING
Senior Lecturer in Environmental Law and Procedure
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3/5s Lecturer II Wood Construction
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